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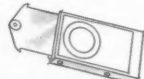


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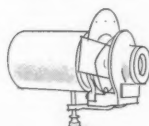


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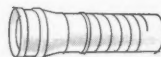


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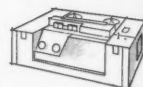


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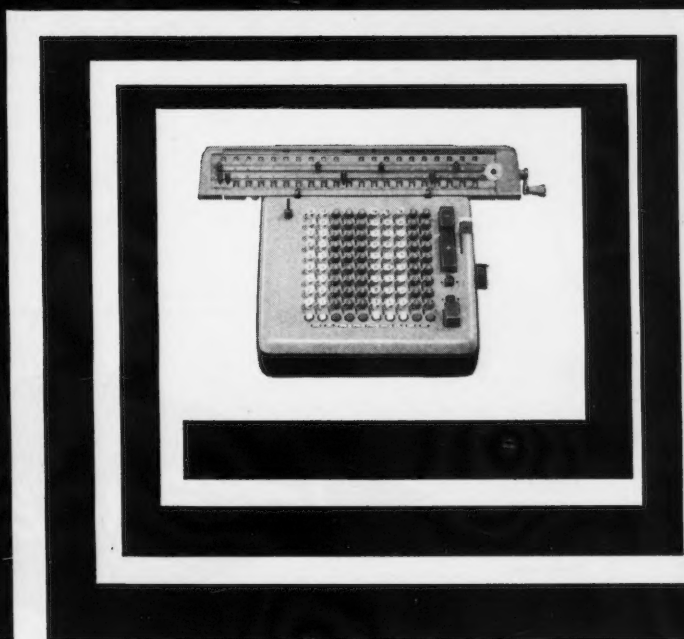
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
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The Catholic School Journal

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Important Announcement To All Users Of A-V Equipment

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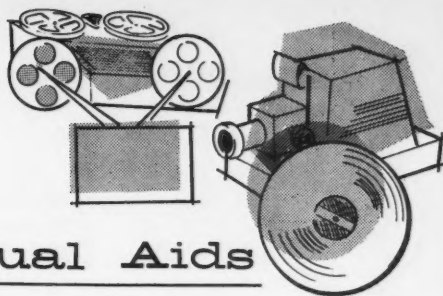
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Evaluations of Audio-Visual Aids

By Ella Callista Clark, Ph.D.

AMERICAN CANCER SOCIETY

521 W. 57th St.

New York 19, N. Y.

To Smoke or Not to Smoke

TO SMOKE OR NOT TO SMOKE is an up-to-date 35mm., 84 frame color film-strip accompanied by an explanatory 15 minute, 10-inch 33½ r.p.m. record, a Teachers Guide, a leaflet for students, a bulletin board poster, and a reprint of a reference article detailing the research upon which the facts presented are based.

This filmstrip and record, available free from the Cancer Society, were evaluated at a recent meeting of the Wisconsin State School Health Council and a strong majority opinion supported the recommendation that it be shown generally to upper grade and high school groups as well as adults to share with them facts concerning the relationships between cigarette smoking and lung cancer.

According to research findings, at least 23 studies in eight countries have shown that lung cancer patients are predominantly cigarette smokers. Research indicates that lung cancer is now the leading cause of cancer deaths among men. The annual death rate from this disease, for men and women combined, has increased about 950 per cent during the past 30 years, the most rapid rise ever reported for a noninfectious disease. During 1960, an estimated 36,000 Americans will die of lung cancer, 31,000 men and 5000 women.

Studies also reveal high incidence of cigarette smoking among young people some of whom are in elementary school. To quote Dr. Leroy Burney, Surgeon General of the U. S. Public Health Service (*Journal of American Medical Association*, Vol. 171 No. 13):

"The Public Health Service believes that the following statements are justified by studies to date: (1) The weight of evidence at present implicates smoking as the principal etiological factor in the increased incidence of lung cancer. (2) Cigarette smoking particularly is associated with an increased chance of developing lung cancer. (3) Stopping cigarette smoking even after long exposure is beneficial. (4) No method of

treating tobacco or filtering the smoke has been demonstrated to be effective in materially reducing or eliminating the hazard of lung cancer. (5) The non-smoker has a lower incidence of lung cancer than the smoker in all controlled studies, whether analyzed in terms of rural areas, urban regions, industrial occupations, or sex. (6) Persons who have never smoked at all (cigarettes, cigars, or pipe) have the best chance of escaping lung cancer. (7) Unless the use of tobacco can be made safe, the individual person's risk of lung cancer can best be reduced by the elimination of smoking."

This sound filmstrip is designed to share with youth and adults the facts in the case of relationship between cigarette smoking and lung cancer. Those who evaluated this material felt that it is not only timely but is also very well done and admirably fills a very great current health need. However, they unanimously recommend that a well-prepared commentary by a medical doctor accompany the use of the filmstrip and that, for best results, he also stimulate group discussion and answer questions after the group has experienced the filmstrip.

NATIONAL FILM BOARD OF CANADA

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Universe

UNIVERSE, is a 28-minute, 16mm. black and white, 1960 sound film priced at \$130 and is suitable for junior and senior high school, college, and adults. This film on astronomy combines animation, special effects, and actuality photography to present a picture of the universe, based on recent advances in astronomy.

This film on the new astronomy explores the farthest reaches of the universe sensed or seen by science today. It is one of the most important productions of recent years and has already won top awards at international film competitions in Cannes and Vancouver. It gives a thorough, clearly presented explanation of man's position in the universe and his quest for accurate information concerning that universe.

In a city at sunrise we see people going about their various activities dependent upon the energy given off by the sun. The narrator explains the earth's position as one of the nine known planets which whirl about the sun among the millions of stars. We are shown how through the use of the reflector telescope such as the one at David Dunlop Observatory, astronomers make photographs and accumulate many pertinent observations from which evolves an accurate picture of our universe.

Beginning with the moon, earth's closest interplanetary neighbor, we get a view of the sun, the comet, and the relative location and appearance of each of the planets.

An imaginary journey to the stars presents the differences among the stars in the Milky Way.

Those who evaluated this film agreed that it provides an excellent overview of the solar system and will stimulate discussion and further study of the important information of our universe as we increasingly attempt to get a man into space.

Fifty Miles From Poona

FIFTY MILES FROM POONA is a 20-minute, black and white, 16mm. and 35mm. sound film telling a story of a Hindu family in the heart of India. It shows that most of India's 400 million people live in tens of thousands of small villages. From out of all these, this film singles out Vishnu Shevale and his family, who live in the village of Phursangi, fifty miles from Poona.

An engrossing view of people whose ways are strange to us, this film nonetheless evokes a bond of sympathy and understanding by its simplicity and the common humanity of the family it presents.

A paddy field, an onion and garlic patch on the edge of town, are the chief means of livelihood for most of the villagers of Phursangi. From the day-to-day life of Vishnu Shevale, his wife, and children, the film reveals much of traditional Hindu customs and beliefs. It reveals also things people everywhere have in common — the love of a farmer

(Continued on page 6)

Evaluations of AV Aids

(Continued from page 5)

for his land, the devotion of a mother to her children.

MOODY INSTITUTE OF SCIENCE

11428 Santa Monica Blvd.

Los Angeles 25, Calif.

Sense of Perception

This two-part color, 16mm. sound film is suitable for junior and senior high school and college (\$220 per part). Part I, *The Wonder of the Senses*, runs 27 minutes and shows that our sensory

receptors are wonderful devices but they are useless alone. The beautiful sights, the delightful sounds, and the delicious flavors are not enjoyable as stimulæ, but only as sensations, and sensations involve the brain. In other words, we do not see with our eyes, we see with our brains. By use of unusual experimental procedures we "see" odors and gain appreciation not only of the mechanism of odor diffusion, but of the great sensitivity of our noses. As we see the co-ordinated interworking of our various senses, it is easy to agree that we are fearfully and wonderfully made.

Part II, 28 minutes, is titled *The Limitations of the Senses*. It shows that our bodies are continually immersed in a welter of stimulating energies, but our senses respond to them only to a very limited extent. The entire electromagnetic spectrum including radio waves, infrared, ultraviolet, X rays, cosmic rays, etc., is "light" as much as the narrow band to which our eyes respond, but it is color and beauty our eyes will never see directly. The world of ultrasonics, or "silent sound," reveals to us how limited are our "hi-fi" ears. The sense of taste is very crude as it cannot distinguish among apple, pear, onion, or potato without help from the senses of smell and touch. We humans are further subject to illusions and limitations due to the fact that our minds interpret sensory information in the context of past experience as illustrated so beautifully by the Ames demonstrations.

The scientist is well aware of these limitations and much of his research activity is devoted to instrumentation to extend and confirm his senses. As we appreciate the extent of our sensory limitations we find we are less prone to limit our idea of reality to that encompassed by our senses.

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Exchanging Greetings and Introductions

An 11-minute, 16mm. sound film in color (\$130) or black and white (\$65) designed for middle grades and junior high school.

The importance of knowing and using proper forms of greetings and introductions is dramatized in this new motion picture. A boy makes enemies at his new school by the manner in which he returns a greeting. As this is a fantasy, he is allowed a second chance to correct the impression he has made, but the narrator points out the necessity for saying and doing the right thing the first time since, in reality, we cannot have a second chance. Other examples of wrong impressions created through awkwardness in introductions and greetings are illustrated and the proper forms demonstrated. In the following scenes, a number of situations, both formal and informal, are shown in which young people are called upon to make introductions or to return greetings in school and in social life.

The Compass

THE COMPASS is an 11-minute film (color, \$130; black and white, \$65)

(Continued on page 8)

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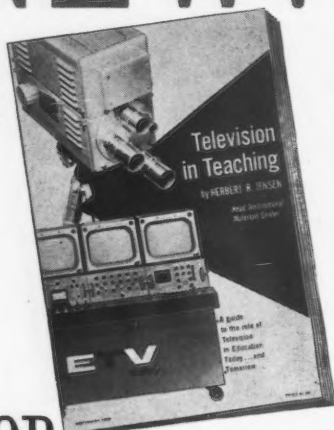
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Evaluations of AV Aids

(Continued from page 6)

valuable in teaching primary children
the functions and operations of the
compass and the meaning and impor-
tance of direction. It also provides a
basis for future study of magnetism.
An adventure format is used in this film
to illustrate the practical application
of information and skills learned in
school and to prove their value in an
emergency.

In the classroom, Jeff learns about
the four cardinal directions and about
composite directions. His teacher shows
the class an instrument called a compass
and explains how it works. She shows
them how to make a simple compass
using a needle, a cork, and a pan of
water, and demonstrates how a magnet
will affect the compass. Jeff practices
using a compass to find his way around
town and to determine directions on
trips. During a camping trip, his father
has a bad fall at night and Jeff, using
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An Egyptian Village

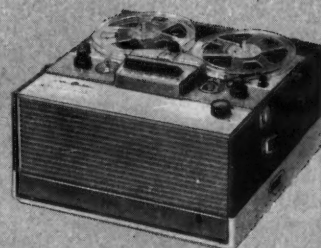
AN EGYPTIAN VILLAGE is an 18-min-
ute, 16mm., sound film (color, \$200;
black and white, \$110) suitable for
grades 6 through 12. The film shows
that two thirds of the population of
Egypt today still live in small farming
villages along the Nile. The everyday
life of a farmer, or fellah and his family
work in the fields, prepare and eat their

(Concluded on page 11)

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Evaluations of AV Aids

(Concluded from page 8)

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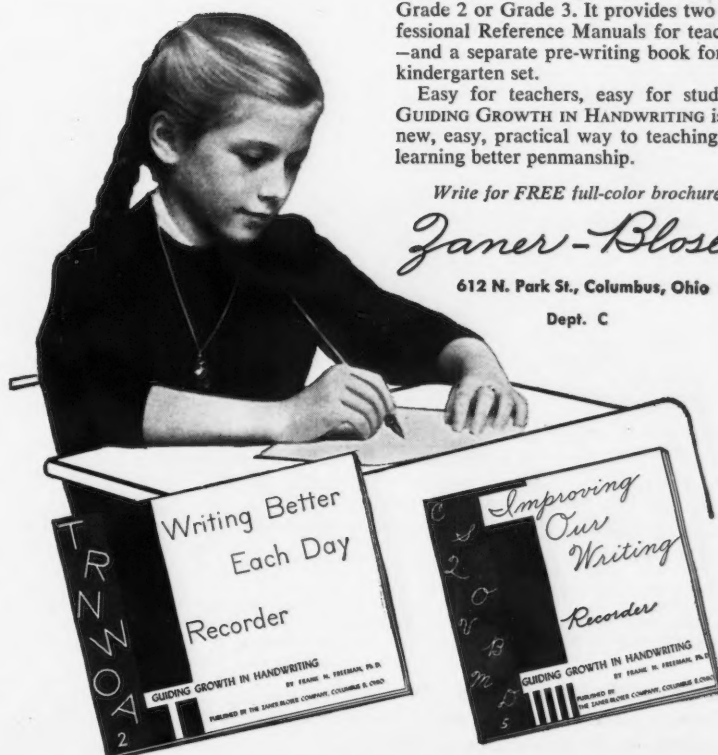
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New Books

Junior Homemaking

By Evelyn G. Jones & Helen A. Burnham. Cloth, 400 pp., \$3.72. J. B. Lippincott Co., Philadelphia 5, Pa.

An introductory home economics textbook for use in grades 7, 8, or 9. *Junior Homemaking* uses a personality approach that is family centered. Some of the material seems quite elementary and includes basic health habits which have been stressed previously in health classes.

This is not an adequate textbook for separate foods or clothing classes, as the subject matter is covered insufficiently to be of full value in these units.

Grooming, baby sitting, and hobbies are a sampling of the broad scope of homemaking activities introduced in the sixteen units.

Fine features include “Putting your ideas to work” and “Books you would like to read” at the end of each unit.

This book may be used satisfactorily as a textbook or a reference book, but the ninth grade student may consider it too elementary in approach.—*Rita R. Lofy.*

Management For You

By Cleo Fitzsimmons & Nell White. Cloth, 432 pp., \$4.20. J. B. Lippincott Co., Philadelphia 5, Pa.

A high school textbook divided into three sections: Management of Ourselves, Management in Homemaking Activities, Management in the Family. Management involves choices in our use of time, energy, abilities, and money, and useful suggestions and activities are listed to stimulate further discussion of these topics.

The illustrations which present management situations are a valuable teaching aid. The illustrations of equipment are excellent, and grouped to present several varieties of each item. The variety of cutlery illustrated and explained is a fine reference for all homemakers. The “physics” of the heavy equipment—range, ventilating fan, refrigerator, garbage disposal, and laundry appliances—are shown in drawings, and working parts are explained in accompanying descriptions. A very complete and valuable chart is given for the selection and care of equipment of various materials. A unit on home laundry adds value to this book.

Management For You is an excellent text for senior homemaking students, and one they will want to keep in their own homes.—*Rita R. Lofy.*

Adventuring in Home Living (Book 2)

By Hazel M. Hatcher & Mildred E. Andrews. Cloth, 511 pp., \$4.80. D. C. Heath & Co., Boston 16, Mass.

Adventuring in Home Living, Book 2 is written in a way to stimulate interest and produce enthusiasm regarding goals for personal and family living. Student-teacher participation in planning is the approach used in this text, and each topic is presented through a story about what boys and girls are doing in their own homes or in homemaking classes.

(Continued on page 16)

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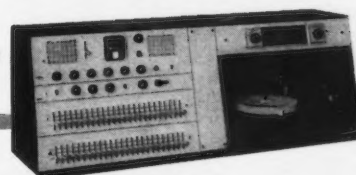


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NEW BOOKS

(Continued from page 12)

Adventuring in Home Living, Books 1 and 2 offer a complete homemaking series for junior and senior high school. The text is written to include boys in homemaking classes. The units are complete and have an imagination that will please students and teachers. A Teacher's Guide is available. — *Rita R. Lofy.*

Frozen Foods From Field to Freezer

By Marie Elizabeth Smith. Cloth, 48 pp., \$1.48. Charles Scribner's Sons, New York 17, N. Y.

Very elementary — will provide a topic

for a class discussion or introduce a unit on nutrition in lower grades.

The Holy Spirit

By A. M. Henry, O.P. Cloth, 138 pp., \$2.95. Hawthorn Books, New York, N. Y.

This is a thorough, theological examination of the doctrine of the Holy Spirit, the third person of the Holy Trinity. The author uses the pertinent available historic sources of the development of the doctrine in Hebrew and Christian literature.

American Catholicism

By John Tracy Ellis. Paper, 108 pp., \$1. Rand, McNally & Co., Chicago 80, Ill.

This paperback edition of Msgr. Tracy's

brief history of the development of Catholicism in the United States will be welcomed for advanced high school and undergraduate college reading. The book has won deserved acclaim for a clear picture of the influence of the Church on religious liberty, the Americanizing of vast immigrant groups, the educational and social programs of the Church, and the solid contributions to the religious and moral aspects of the American way of life.

Abnormal Psychology

By Walter J. Coville, Timothy W. Costello, and Fabian L. Rouke. Paper, 298 pp., \$1.75. Barnes & Noble, Inc., New York 3, N. Y.

This book provides a descriptive and interpretative summary of the nature and scope of human behavior. It discusses the difference between so-called normal and abnormal conditions, it traces the efforts of human authorities to understand and examine behavior problems, analysis, current theories, which attempt to explain the development of personality and the causes of mental illness. It is intended to be used with standard texts in the field.

The Philosophy of Science Series

A new series of paperback booklets, under the title "Philosophy of Science Series," has been inaugurated by Sheed and Ward. The first four titles of the Series, under the general editorship of P. E. Hodgson, have just been released. A description and evaluation of these titles follows:

Science and Metaphysics

By John Russell, S.J. Paper, 80 pp., 95 cents. Sheed and Ward, Inc., New York 3, N. Y.

The chief concern of the author, as stated in his introductory remarks, is to convince his readers that both science and metaphysics have important roles to play in human knowing. His work, thus, is to be regarded as a tentative approach to a rapprochement between the two disciplines.

After an introductory chapter which offers preliminary observations on the differences immediately observable between a scientific and a metaphysical approach to reality, the author devotes one chapter to a description of scientific knowledge. In sum, he holds that science is a search for laws having the greatest possible precision and universality and that it is consequently committed to the use of strictly univocal terms in its description of reality, i.e., terms whose meanings are identically the same whenever used. There follow five chapters which probe in a preliminary manner the metaphysical approach to reality. Here the author insists that metaphysics, since it attempts to get at things both in their identity and difference, is necessarily committed to the use of analogical terms. Moreover, he stresses the fact that science is more "public" than metaphysics in the sense that its theories and laws are open to verification by empirical means, whereas metaphysical discoveries are not verifiable in this way.

The author is to be congratulated for his intentions, yet his remarks are of such brief scope that they hardly touch the surface of the problem before him. Very little is actually devoted to a discussion of modern science, the chapter on the scientific approach to reality being only 12 pages long. Moreover, one wonders why Father Russell did not attempt to take

(Continued on page 64)

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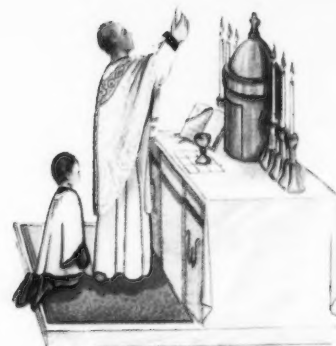
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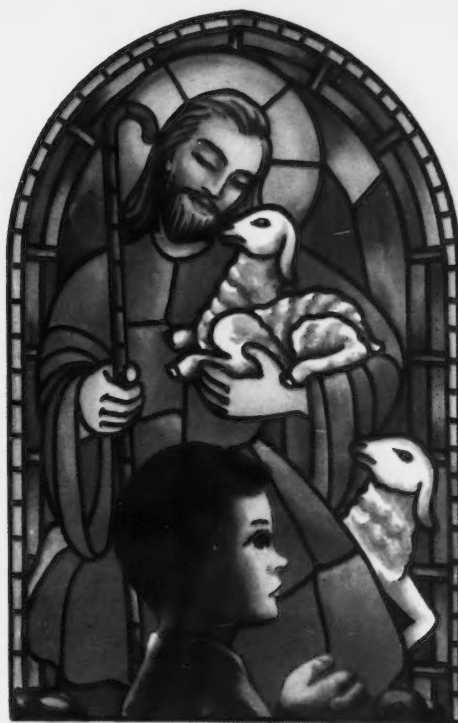
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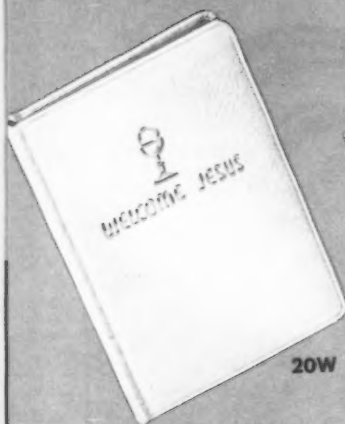
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CHALLENGE TO SCHOLARSHIP *in the Elementary School*

By Sister M. Michele, O.S.F.

St. Jude School, Havre, Mont.

EDITOR'S NOTE:

We are privileged to begin the January issue of your *Journal* with two practical applications of "Emphasis on Excellence," the slogan of the 1960 convention of the National Catholic Educational Association.

In the first article, Sister M. Michele, O.S.F., makes specific suggestions for identifying and challenging potential leaders in the primary, middle, and upper grades of the elementary school.

In the second article, Sister M. Evarista, C.S.J., extends these recommendations to include academic and professional preparation of teachers and practical advice on the organization and management of the school.

concern must begin immediately upon the entrance into grade school; during all eight years these children must be challenged, widened in interests, and made to become acquainted with scholarship.

The first logical step in each school is to find the children who can be leaders tomorrow. This should not be difficult for the teacher who knows the achievements of her pupils. There are children endowed with excellent mental ability wasting away precious school time, particularly in the middle and upper grades. Would these children recognize the need of scholarship now, had they been challenged discreetly and well in the past? The term "brain" cast upon a youngster by his fellow schoolmates is, in our age, apparently a crushing burden; therefore, we see many able children fighting teachers and parents and trying to squeeze through their studies with average or below average grades in order

to keep the respect of their friends.

Secondly, the teacher should contact the parents of these children. Usually kindness and unlimited suggestion for the child's advancement will bring generous co-operation from the parents.

Practical detail and planning is the third step. Unquestionably all plans depend on the school and the principal or administrator. Since situations differ and policies vary in every school, the teacher has to do a great deal of individual planning. On the other hand, the following suggestions may prove helpful.

In Primary Grades

Schools having two first grades, two second grades, and two third grades can put the more able students into one room. The rate of speed in this room will be slightly ahead of the average and the opportunities for enrichment and widening of experience

What can be done about the Catholic intellectual life in our nation? This question has been aimed at Catholic teachers, directors, and supervisors for several years. Educators look to high schools, colleges, and universities for the solution; however, the elementary school is not to be overlooked in the long range program which must be laid if our nation is going to produce Catholic intellectuals worthy of the term scholar. It is insufficient that our elementary schools seem to enjoy the reputation of being, in many cases, more advanced than other schools. Our schools must not be content to be good; they must strive for excellence. Without this accent on scholarship our schools can never produce the leaders which our church and our nation have a right to expect.

Identify the Potential Leaders

The absence of Catholic leaders in our nation is lamentable when we realize that Catholic schools do not lack the raw material for scholarship. Some of this raw material may be found in practically every one of the thousands of Catholic elementary schools in the United States. The many religious and lay teachers who staff these schools are well aware that at least one child in every class is a very able student, a student who could be a Catholic leader and scholar tomorrow. These are the youngsters to whom we must give a vital concern. That

in phonics, arithmetic, and grammar will be a fine challenge for these little children. In one school the primary grades are released at two-thirty; however, a group of these children stay till three o'clock four afternoons a week for challenging work in phonics and reading. For those schools where such programs seem impossible, the individual teacher should try her utmost to encourage and help the children who are able to proceed at a faster pace than that of the majority of the class.

In the Middle Grades

Most of the budding scholars in the middle grades are already reading well and taking advantage of both the school and public library; while this enrichment through reading proceeds, these children should become more advanced and helped to a greater facility in vocabulary and spelling. This facility can be fostered by using supplementary workbooks geared for a grade or two above that which is

taught. Children doing such a caliber of work could develop vocabulary and spelling with probably very little help from the teacher. Moreover, these children should write — write the thoughts that are part of them, thoughts about friends, home, nature, school, sports, and ideals.

This is the age to instill the love for language. Enthusiasm for language and correct grammar can run very high if the teacher takes the initiative and is personally concerned and interested in speaking well. Middle grades are living grades; the children of this age level give alert attention and interest to arresting activities. A scholarship club is an ideal activity leading to greater intellectual achievement in the elementary grades. In launching such a project, let the teacher begin by asking himself this question: How would we prove ourselves scholars? Here are some answers to that question: using challenging vocabulary; contributing poems and stories to magazines which encourage this work; becoming inter-

ested in great music and composers; making things that will tax our ingenuity and thought; seeing short educational movies and slides; becoming completely familiar with our special literary heritage — children's literature and poetry; discussing thoughts brought to our minds through such activities. The club may include fourth and fifth graders or fifth and sixth graders. Let the club meet twice a month after school or on a Saturday once or twice a month. Once the club is begun, each child will display his interests. It is the teacher's part to foster these interests.

In the Upper Grades

There is no lack of opportunity to challenge upper grade youngsters. In many states schools are helped in this work by local organizations which sponsor spelling bees, junior concerts, essay contests, etc. In connection with the state science fairs for high school students, junior high school or upper grade students have been encouraged to display their own science projects.

Individual teachers are doing much to foster a challenging program in their classrooms by giving able students a more intense course in grammar and mathematics; likewise there should be many more teachers who will take time to encourage students to read more complex books.

If there is a single child in the class who is interested in politics, then he is a child to challenge; if there is only one child who likes science and mathematics or music and art, the teacher must be interested. Encourage, encourage, encourage. Perhaps one thinks about newspaper writing and journalism. The teacher should take time to talk of some phases of journalism or mention some books on it.

Teachers must become John the Baptists in an educational sense. They must level the way making the scholars' path open and accessible to our Catholic children. Too many of our children are living only part of a life — a life in which every faculty of the mind does not properly function. Perhaps they have never bothered to use their thinking powers to the fullest extent or perhaps they have been too lazy or have never been shown the true value of the mind. And if this is true, these faculties need a special awakening. But this awakening is an art and teachers must endeavor to learn the craft of awakening the sleeping faculties of their students.

Someday!

Jim says he wants to be a priest
someday,
But please know he's all boy and
loves to play
On a baseball diamond or a foot-
ball field —
He pitches very well
But still he can outspell
Most of his class. His friendliness
Makes friends, but I rebuke him as
a teacher must
Who fears false kindness.
Yet he's a boy I trust.

For instance, during reading class
today,
After Advent's second Sunday,
I, with teacher-sense,
Perceived on him a look unnatu-
rally tense
As he turned pages with eager
soberness
While all his classmates chuckled
at old Scrooge.
I called his name and waited for
defense.

He stopped and fumbled, sought a
refuge
In poor hearing,
Then, childlike, fearing
His teacher's eyes, slowly pulled
out his book,

The Priest:

His Mission Ventures in the East.

After dismissal when we met
I read the question in his face
Although he thought it did not
show,
And asked to know
The cause of today's distraction.
He smiled in reaction,
"Sister, I had to see
If Father's enemy
Would martyr him on Christmas
Day."
"Did he?"

"Yes, at his third Offertory.
I've never read such a story!
It makes me want to take his place
someday."

Sister Marian Therese, R.S.M.

Provincial House, Sisters of Mercy, Detroit 19, Mich.

Emphasis on EXCELLENCE

as Applied to Teachers and Students

By Sister M. Evarista, C.S.J.

Sacred Heart College, Wichita, Kans.

■ The slogan, "Emphasis on Excellence," chosen by the National Catholic Educational Association in 1960 must apply to the entire system of Catholic education. It means high-grade instruction, businesslike class procedures not dominated by the play theory; it means character training through insistence on high standards of student performance *in all areas*.

Classroom instruction, the center of emphasis on excellence, presupposes a teacher equipped with knowledge and competence. The heart of the problem, therefore, is teachers and their training. Earnest study of *what* to teach should precede courses in *how* to teach. Neither piety nor good will can substitute for knowledge. Mastery of subject matter is the first and most essential step in effective teaching. Having mastered the material and learned the best methods of presenting it, the resourceful teacher will devise further ways and means of making the class a rewarding experience in learning.

Sister Formation Is the Foundation

The Sister Formation movement is a giant stride in the training of young nuns for the teaching profession. More and more religious communities are following the chief directive, that novices be kept home for five years of systematic training in the spiritual life and in academic work. It is strongly recommended that they complete their college program before going into the active apostolate.

Marillac College, located a few miles from St. Louis, Mo., is a monument to the zeal of the Sisters of Charity of St. Vincent de Paul in making Sister Formation a reality. A four-year, fully accredited college for Sisters only, recognized by the North Central Association, it offers opportunity to carry out in its entirety the five-year plan. Each group of religious can live on the campus as a community under the direction of its own superior. While pursuing the regular college curriculum the Sisters are learning the aims and

spirit of religious life as exemplified in their own order. Furthermore, they have the enriching experience of association with members of other orders both as teachers and as students. This cosmopolitan mixing—if they mix and do not stay too exclusively with their own group—broadens their perspective of life and offsets tendencies toward provincialism. Religious who conduct colleges can carry out this program in their own schools, though probably less effectively.

But learning and training do not cease with the acquisition of a college degree. It is a lifelong process and the teacher must constantly strive for professional growth. Through more courses, institutes, workshops, professional meetings, and above all by reading, she gains new views of her work, fresh angles of presentation, more devices for stimulating her own and her students' interest. Classroom teachers as well as "key" men and women, young teachers as well as older ones should be permitted and encouraged to use these in-service helps to better teaching. Reading material at least should be accessible to all. Professional reading should go hand in hand with spiritual reading; hence, superiors have the same obligation to supply the one as the other and subjects have a like obligation to read both.

Early Assignment of Teachers

Another phase of teacher efficiency is placement and tenure. It would be well if administrators and superiors gave to the investment of personnel the same prayerful consideration and calm judgment that they give to the investment of financial resources. A teacher's aptitudes should be studied and she should be placed where she can do the best work. Some are good in a small school, others excel in a large one; some are better classroom teachers than administrators and *vice versa*. Experience in all these areas would be beneficial. Again, there is no valid reason why religious must wait

until summer for their appointments. If they could receive them in the spring, they would have the summer to think about and plan their work, collect materials and ideas, or pursue studies to strengthen their knowledge.

This remote preparation is possible, however, only if administrators make the class assignments and order supplies early. It is false economy to postpone ordering supplies until after fall enrollment. It is little good for a teacher to know *where* she will teach if she does not know *what* she will teach or does not have the necessary equipment to begin. To arrive at the mission in late August and spend the intervening days before September 1, cleaning house, school, and church; calling choir members and altar boys and workers to help clean; and three days before enrollment learn class assignments is poor preparation. Then, if another six weeks or more pass before the textbooks arrive, more non-adjustment and wasted time ensue.

Give Teachers Reasonable Tenure

Again, in all fairness to the school and to the teacher reasonable tenure should be assured. No teacher is at her best until she is familiar with the strengths and weaknesses of her students, the policies and practices of the school, the intellectual and cultural atmosphere of her environment. This adjustment comes with time. And too often, alas, the chief reason teachers are moved is the whim of the administrator with whom they dared to disagree. Such whimsical shuffling of staff members is poor ethics, may well be an injustice to the teachers involved, and in the case of lay teachers may be a hardship.

The distinguishing mark of the Catholic school is its supposed emphasis on character training. Evidence of this training is often remarked by outsiders, particularly businessmen. The late Pope Pius XII declared that the Catholic school justifies its existence only insofar as it forms strong Christians. This Christian formation is



"Getting the Point Across" is a candid photo of a teacher who emphasizes excellence. The photo by Lewis Sprunger of Berne-French Township High School, Berne, Ind., won the Grand Award, Class I, Junior Division of the 1960 Kodak High School Contest.

achieved not only through courses in religion but through organization in planning the program and discipline in carrying it out. Administrators who do not "believe much in failing students" and pass them on regardless of ability or effort; who condone insubordination as something we have to endure are not engaged in the Christian education of youth. They are mere instructors, not educators, and the school is doing nothing for the student that the public school does not do.

Reorganizing the School

A three-term school year is one offering for achieving the goal of excellence. The curriculum would be solid academic work with "no frills." Such a system has merit. Solid academic work would eliminate "simplified" languages, "socialized" English, "applied" mathematics and science and would bring mental discipline and a comprehensive knowledge of the subjects. Students would finish sooner and start their careers at an earlier age. Teachers, too, would profit. Those who now study in six and eight-week summer sessions would have to be released for one of the fifteen-week terms.

But what would constitute the "frills" which are to be eliminated? In this class some would include dramatics, homemaking, shop, driver's education, and athletics. Yet these courses can contribute immeasurably toward

fitting the student for living, now and when he has left the classroom.

Practical Problems

The welter of criticism of the schools and the ensuing flood of remedies offered are of vital importance to Catholics. They always have held education in high esteem. Before the church is built, the first consideration is a school if the number of children warrant one and teachers are available. Yet Catholic education today is facing staggering difficulties. Increasing population demands more schools and more teachers. Enough religious teachers are not to be had, lay teachers must be paid a living wage, and school buildings and their upkeep cost money. Because of the rising costs of living, the faithful find it difficult to provide for their families and support a diocesan or parochial school system. The situation seems to be a vicious circle.

To make at least a small opening in this circle some schools are dropping the kindergarten and the lower grades. Some reformers advise the elimination of the first six grades in favor of junior-senior high school and junior college. Though this arrangement is not ideal, it has strong features. If Catholic education cannot be maintained at all levels, perhaps it is more important to provide Catholic influence for adolescents. During these formative years they are experiencing the

urges, temptations, and confusion of beginning maturity, and are forming their ideals according to the norms of their environment. The junior college would provide two additional years of guidance at this critical period. Educationally, too, the junior college has much in its favor. It offers two years of college for a large number who would otherwise be barred from higher education because of finances. Nearness to home, lower fees, curriculum geared to the interests of the locality make it desirable. It can provide preparation for higher education and offer terminal two-year courses for those who will go no further.

On the other hand, pupils of the seventh and eighth and largely the ninth grade are not ready for departmental work. They need the continuity of study and discipline afforded by the environment of one classroom and one teacher. Changing classes and teachers is distracting. Moreover, maintaining two years of college at creditable academic level (anything less would defeat its purpose) would be scarcely less economical than maintaining the six lower grades. It is doubtful if the saving would justify the change.

A partial solution to the problem of teacher shortage may be more central high schools staffed by different religious communities. Superiors often can spare one or two teachers though they could not staff the entire school. The variety of faculty members should prove an educative experience for both students and teachers. This plan may be feasible in larger areas where faculty members can live in established houses of their own order. Providing separate dwellings for each group or one large enough to accommodate all the teachers and ensure privacy to live their own community life would likely be prohibitive. Nevertheless, the idea has possibilities and in some places is realized with satisfactory results.

The situation is indeed problematic and the offered solutions are many and varied; pastors, administrators, and people, therefore, must move with caution. The first point of procedure is insistence on a businesslike attitude toward school practices. *Education is a business and must be conducted on the basis of sober application to the work at hand.* In considering the current remedial offering those in charge must take stock of their own resources and needs and choose the solution which seems best for their problem.

A Man and His Prayer

Chair of Unity Octave, Jan. 18-25

By Rev. Titus Cranny, S.A.

Graymoor, Garrison, N. Y.

■ Some fifty-three years ago in November, 1907, a clergyman at Graymoor, Garrison, N. Y., launched a small crusade, by letter, for Christian Unity. He asked for prayers for this great cause, for eight days, during January 18-25. He urged all to pray for a specific kind of Unity: the oneness of all men in the Catholic Church. He called his movement a Unity Octave, for it was an experiment. He was an unusual man, destined by God for a special work in the Church. But at this time he was a Protestant.

So began the Chair of Unity Octave by Father Paul James Francis, S.A., founder of the Society of the Atonement. Within eighteen months Father Paul and his little band of followers were received into the One Fold, testifying to the sincerity of their purpose and to the effectiveness of the Octave. It showed dramatically how Unity would be achieved—by submission to Peter. The group reception on October 30, 1909, was perhaps the most fascinating and challenging event in the life of the Graymoor founder.

It was genius, or inspiration, or perhaps both which led Father Paul to begin his Unity Octave. He was virtually alone at the time, his only companion a brother. The Atonement Sisters, under Mother Lurana, S.A., were in the valley below, but they too were few in number. Father Paul's plea for prayer was almost a cry in the wilderness in those early days, but the voice grew stronger with the years. Today it is a mighty volume reaching out to all the world.

Though the feast of the Chair of St. Peter at Rome is no longer observed on January 18, the purpose of the Octave is the same: to pray for the reunion of Christendom, the conversion of unbelievers, and the return of lapsed Catholics. The task is gigantic, but not impossible; the difficulties are many, but not insurmountable. The goal is certain: "There shall be one fold and one shepherd." The prayer comes from Christ Himself: "Thy kingdom come, Thy will be done on earth as it is in heaven . . .

that they all may be one, that the world may believe that Thou hast sent Me."

The Holy Father Speaks

Over the past five decades the Chair of Unity Octave has assumed worldwide proportions. The voice and pen of Father Paul reach out more widely than ever, through the communities he founded and the works which he began. The Popes have approved and blessed the Octave, so that the prayer crusade which began so humbly at Graymoor has now become an official devotion of the Church. Last year, Pope John gave it a special endorsement urging that it be promoted "everywhere throughout the world as widely as possible, especially in view of the forthcoming General Council, during which it is hoped that our separated brethren will be copiously illuminated and strengthened by the Divine Comforter."

The Holy Father speaks with the voice of the Good Shepherd seeking the "other sheep" all over the world. He is calling a General Council which will be, in part, devoted to the cause of Unity. This meeting, perhaps the most colorful in the history of the Church will be, in the words of Pope John, "a wonderful manifestation of truth, unity, and charity; a manifestation, indeed, which it is our hope that those who behold it, but are separated from this Apostolic See, will receive as a gentle invitation to seek and find that Unity for which Jesus Christ prayed so ardently to His heavenly Father." Elsewhere he expressed the hope that the "bonds of union of the faithful with the Chair of Peter would contribute towards the early return of those outside the fold to full participation in the true worship of God."

The World Heeds

Today as never before the world is interested in Unity. Orthodox prelates voice their warm regard for Pope John. Protestant leaders decry the scandal of a divided Christendom. Catholics are alerted to their vocation of prayer and action to win souls to the One Fold.

The ecumenical movement, a modern phenomenon, has won the blessing of the Holy Office, that "under the inspiring grace of God, due chiefly to the common prayers of the faithful, a desire has awakened and is growing daily in the hearts of men who are separated from the Catholic Church, that a reunion be accomplished by all who believe in Christ the Lord."

Non-Catholics too pray for reunion during the Chair of Unity Octave. Their idea of unity and their intentions are vastly different from ours, but they pray and God is not deaf to any sincere prayer. Indeed the interest of our separated brethren should be "to the children of the true Church a source of holy joy in the Lord as well as an inducement to lend their assistance to all, who are sincerely seeking the truth, by entreating light and strength from God in fervent prayer" (Holy Office).

Pray for All

Centuries ago Prosper of Aquitaine (5th c.) expressed the universality of the Church's prayer for Unity, a spirit that should characterize our own petitions: "The Church pleads before God everywhere, not only for the saints and those regenerated in Christ, but also for all infidels and all enemies of the Cross of Christ, for all worshippers of idols, for all who persecute Christ in His members, for the Jewish people whose blindness does not see the light of the Gospel, for heretics and schismatics who are alien to the unity of faith and charity."

The Church makes the same extensive appeal today. She prays for all who are separated from her, whatever be the reason for the cleavage and however wide the gulf may be. She turns to Our Lady as the Mother of the Good Shepherd, the special patroness of Christian Unity, whose love and prayers bring men to their true spiritual home. The Church voices the thoughts of her Master and King in His longing to save the world. Her prayer is the prayer of Christ: "that they all may be one . . . that they may be perfected in unity."

Such was the inspiration for the Octave begun by Father Paul in his little friary atop the Mount of the Atonement in the winter of 1907. Whether he foresaw the spread of the Octave as it is today, we do not know. What is more important is that he experienced the urgency of Christ's love for souls and set about to do something. We may not initiate a program, but we can pray.



Sister Margretta, O.S.B., of the College of St. Benedict, St. Joseph, Minn., uses music in teaching German to elementary children. See *Catholic School Journal*, April, 1960, page 48.

Music Enriches the Whole Curriculum

It conditions both teaching and learning

By Sister M. Agelia, S.S.N.D.

Our Lady of Perpetual Help School, Roxbury, Mass.

■ Catholic education is bound up with music day by day, week by week, year by year, and even unto Eternity where the hymns of praise continue to resound throughout the heavens, if credence be given to its mention in Sacred Scripture. For this reason it is fitting that we recognize and accept the position of music in the daily curriculum.

Our role as religious can be linked intimately with the elements of music: the melody of our prayers; the regular and orderly rhythm of our conventual lives; the harmony of existence with our fellow members; the tone quality of the peculiar talents and abilities which makes each a unique personality. All this is idealistic, and yet daily manifest in every convent and monastery throughout the world. As religious teachers the same elements of music are again evident: the melody of our voices; the rhythm of bodily movements, and the flow of our words; the harmony of our relationship with our students; the tone quality of personality which endears us to or estranges us from those we teach. It is the role of religious teacher, considered from a musical

standpoint, which deserves some present deliberation.

The exemplification of our own ideals and habits of religious living must be felt throughout the entire school day, not in the religion period alone. For approximately five hours a day we are in the spotlight in our classrooms. These hours may be hours of pleasant learning for the children, or hours counted off minute by minute throughout the day. *We* have diversified interests (as many as there are pupils in the room), *they* have but one: the teacher.

The Teacher's Voice

Of the elements of music mentioned above, the one seeming to have the greatest influence to enhance or destroy our power to make the day's work more pleasant is the melody of our voices. A speaking voice can impress or distress considerably, if one but recalls the past effects of teachers, preachers, and lecturers.

The quality of the voice can be controlled and molded. More pleasing tones are often the result of concentrated effort. Only a chronic ailment may be

accepted by way of excuse. Experimentation by the individual will establish what can be done to prove this theory. The tape recorder in such instances will give concrete proof as to whether we do or do not need to improve what others must endure constantly.

Many teachers become so engrossed in the exposition and drill of the subject matter at hand that they become oblivious of the channel of delivery. The children are exposed to the teacher's voice day after day, with no power to reject it should it be unpleasant or strident. On the contrary, they may be able to take pleasure and delight in the school day, quite unconscious of the reason. A worthwhile phase of teacher training is the study of voice quality and diction, via the tape recorder.

Music and the General Curriculum

Let us consider teacher attitude toward the place of music in education. Many teachers recognize the value and place music should have in the curriculum. Others feel it is an intruder. Still others fear it because of personal lack of knowledge or a feeling of in-

competence. There are other teachers who have a deep love for and interest in music personally, but are reluctant to share this joy or make efforts to extend this pleasure to others. A listing of some of the practical aspects of music as regards the general curriculum may convince such teachers that music need not be an isolated subject in the school day. The following application to individual subjects is a limited one; there are other relationships and uses for elementary and secondary schools.

Religion:

Greater devotion inspired by efforts to participate actively in the Mass; concrete expression of our Faith in the devout rendition of hymns and sung prayers. A sufficient stress of the rhythmic flow of words helps to decrease the monotonous drone so often heard in congregational singing.

Reading:

Pleasing intonation; better rhythmic phrasing; stress on the use of lips through lip reading games increases proficiency in enunciation and pronunciation which cuts down "mumblers" in a classroom.

Language Arts, Literature:

Diction, musicality, and rhythm of words continue to be developed; stress of lip action to correct sluggish habits so conspicuous in our Americans; imagination developed and exercised by means of song and song game interpretations; creative responses to "listening" music; enhancement of legends, stories, dramas, through the medium of music and musical backgrounds; the scanning of poetry to find meter; discovery of euphony of words and phrases; how to use such sounds effectively.

Arithmetic:

Science of music based on mathematics; stresses accuracy; develops concentration; mathematical progression of scales, chords, and their inversions; motifs repeated at different tonal levels; variety of meter used in the various types of music.

History, Social Studies:

Historical music lore, folk songs; location of customs, interests, and pursuits of other countries and the various sections of our own America; songs of the people, of war, of love brought out by the songs themselves, or enhanced by musical background.

Science:

Concentration and accuracy again stressed; patience and skill improved by the study of a musical instrument; co-ordination of mind and body achieved by good rhythmic response (timing); use of music in medical science as a therapeutic means of drawing out psychotics provides a normal expression for physically handicapped; relaxes tensions in highly nervous patients.

Business:

Identification and impression of sales products by means of musical commercials; use of recorded music in places of business and industry during working hours, lunch hours, traveling.

Sports:

Rhythmic co-ordination; timing, economy of motion and gesture so necessary to physical poise, balance and speed as needed in boxing, tennis, baseball, basketball, swimming, etc.

Culture:

Aesthetic tastes developed; increases recognition, love for, and apprecia-

tion of the infinite variety found in the realm of sound: form, mood, mode, balance, contrast, and the like.

Recreation:

Good use of leisure time, especially through vocal and instrumental groups; physical exercise through dancing and song games; social value of school and community and school song fests; relaxation; emotional outlet; sharing; humor.

Relax With Music

To summarize the foregoing, it becomes apparent that music, with religion, lends itself to the curriculum as few other subjects can. Many teachers have discovered that a short musical interlude, be it song, rhythmic gesture, or listening, has the power to refresh students who show signs of fatigue or restlessness during the day's work. A brief musical respite gives them the opportunity to relax and to put into use the muscles crying out for activity during enforced and prolonged periods of physical inactivity.

Most teachers want the day to be an enjoyable one, but how many become so absorbed in the projection of the subject matter that they lose sight of the physical, mental, and social needs of the "humans" with whom they are working. Attention to these important phases of the child's needs should reap such benefits as: a spirit of peace and tranquility in classes; less tension; fewer behavior problems, and a better understanding between teacher and pupils. Then, as religious teachers, we have helped spread the doctrine of love, and we shall go forth daily with a song in our hearts and on our lips, for a "singing" school is a happy school.

National Catholic Educational Association

58th Annual Convention

Convention Hall, Atlantic City, N. J.

April 4-7, 1961

General Convention Theme: "The Objectives of Christian Education in Contemporary Society."

Most Rev. John J. Wright, D.D., Bishop of Pittsburgh and President General of the NCEA, will deliver the keynote address at 11 a.m., Tuesday, April 4.

For information regarding hotel accommodations write to NCEA Housing Bureau, 16 Central Pier, Atlantic City, N. J.

RECONSTRUCTION OF CATHOLIC EDUCATION

No. 3. THE PARENTS OF SCHOOL CHILDREN

The discussion of the reconstruction of Catholic education refers to the basic legislation of the Baltimore Council, and the spirit of the Bishops participating in the Third Plenary Council is invoked. It is urged that:

"It would be far more in keeping with the spirit of the Council of Baltimore to study the objectives the bishops had in mind in legislating for separate schools, and then determine whether these goals are being achieved through our concentration on elementary rather than high school and college education—for example, the development of lay leadership in society or the multiplication of vocations."

It may be helpful for guidance to go back to the Baltimore Councils (1791-1884) and particularly to 1884 and the Third Plenary Council to recall the foundations of Catholic education in the United States as the basis of our discussion. First let us deal with the parents' part in Catholic education.

The basic importance of the work of the parent is stressed by the Council in characteristic Catholic fashion—their terrible responsibility and their great opportunity. In language of affectionate warning and solemn exhortation the Bishops say:

"Parents are the representatives of God, the sources of existence of the children, the depository of His authority, the teachers of His law, and the models of this perfection. The parents should therefore give the children a Christian education that is based on religious principles accompanied by religious practices and always subordinated to religious influence."

Parents are warned not to listen to those who would persuade them that religion can be separated from secular instruction. Certain practices of parents to raise money for children to enter industry instead of giving them an education and sending them to inferior schools are disapproved. If the children are given a religious education the Pastoral of 1829 says "Your children will grow up to be the staff of your old age, the source of your consolation, and the reward in a better world."

But parents in that day as in this are not often equal to the great opportunity. The parents are asked the eternal question: "What will it avail

them if they gain the whole world and lose their own soul." The parents are reminded too: "Woe to them that shall scandalize one of these little ones that believe in Me, it were better for him that a millstone were tied round his neck, and that he were drowned in the depths of the sea." Failure, neglect, or inadequate performance would result in the "death from which there is no resurrection in eternity." The problem then as now is that the parents are not equal to the full responsibility of the Christian—or even secular—education of their children.

The Catholic school should be supported by the entire parish within the voluntary system, in addition to the small fee for tuition. And the decree regarding the laity of the Third Plenary Council concludes on this note:

"Let laymen also be given, in regard to the schools, certain rights and privileges to be determined more accurately by diocesan statutes, exception being made of the Church's regulations concerning the appointment or dismissal of teachers, also as to instruction and supervision of doctrines."

The Encyclical on Christian Education, after discussing the mission of the Church in education, points out the family's mission:

"The family therefore holds directly from the Creator the mission and hence the right to educate the offspring, a right inalienable because inseparably joined to a strict obligation, a right anterior to any right whatever of civil society and of the State, and therefore inviolable on the part of any power on earth."

The adjectives used by the Pope in describing the family right to educate its children is "inviolable," "inalienable," "incontestable," but it is "not absolute or despotic":

"It also belongs to the State to protect the rights of the child itself when the parents are found wanting either physically or morally in this respect whether by default, incapacity, or misconduct, since as has been shown their right to educate is not an absolute and despotic one, but dependent on the natural and divine law and therefore subject alike to the authority and jurisdiction of the Church and to the vigilance and administrative care of the State in view of the common good."

Editorials

The late Edward A. Fitzpatrick,
Ph.D., LL.D., Editor

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Here is an indication that parents may not be capable or willing, or concerned about the education of the children—a fact of contemporary life. But the situation is more serious than that, and the Encyclical points it out:

"We wish to call your attention in a special manner to the present day lamentable decline in family education. The offices and professions of a transitory and earthly life which are certainly of far less importance, are prepared for by long and careful study, whereas for the fundamental duty and obligation of training their children, many parents have little or no preparation immersed as they are in temporal cares."

We fear this situation is even worse today; certainly it has not improved since 1929 when the Encyclical was written. Certainly we find little hope for the situation as it is viewed by Bishop Shehan. He says "Since young children are more completely under the control of their parents, since it is common experience that during the younger years attention and interest can be held by extra-curricular religious instruction, and since neither of these conditions hold true during the years of adolescence, thought might be given to a plan to provide all children with Catholic education say from the seventh to the twelfth grade." We think it would be a foundation of sand even to consider such a program. The transfer of children from the sixth-grade public school to the seventh-grade Catholic school would be a great barrier to a universal Catholic education in the seventh grade and beyond.

I do not know that anybody knows how Catholic parents would react to such a program but we suspect it would find little support, and the repercussions would extend beyond school attendance. I gather from reactions of a few intelligent parents to whom we put the question that these Catholic parents want above all else the Christian formation of their children in their most formative period. As Msgr. McDowell pointed out in the 1960 convention of NCEA, the reaction to failure to have a child admitted to parish school is violent: "Parents beg, they cry, they threaten, they quote Encyclicals, diocesan regulations, and sometimes pitiful family situations." — E. A. F.

The CATHOLIC SCHOOL JOURNAL will continue to publish the editorials written by Dr. Fitzpatrick before his death.

A Pageant for February

A month of commemorations

By Sister M. Thomas, O.S.F.

Mount St. Francis, Dubuque, Iowa

[The curtain opens upon an empty stage except for a platform with different levels and upon it a vacant throne. Page, entering and gesturing welcome to "February" and her retinue who, separately and with timing, approach the dais in procession from the rear of the auditorium, taking their positions alternately to R and L of February who remains UC till she is crowned.]

PAGE: As a page in the days of chivalry, I attend you, February. Come forward. Bring with you your celebrities, men and women of the ages, who have overcome the trials of your times.

FEBRUARY: I come, my page, and with me, my friends. Each of them will tell of his spirit, his ideals.

PAGE: Come, herald of the celebrities of February, Bishop and Martyr, lead the procession of honor.

ST. IGNATIUS OF ANTIOCH: Each year the second month begins with the feast of St. Ignatius of Antioch. When condemned to die under Trajan, Ignatius begged for martyrdom in words that have fired all lovers of Christ since his time: "I am Christ's wheat. Let me be milled by the teeth of beasts that I may become spotless bread." Wherefore the Gospel of the day recalls Christ's saying that the grain of wheat must die in order to bear fruit.

CANDLE BEARER [*paying deference to February*]: I am the Candle Bearer—my importance associated with the second of February, Candlemas day. On this day the Church solemnly blesses all candles to be used during the year.

Light is pure; it penetrates darkness; it moves with incredible velocity; it nourishes life; it illumines all around it. Therefore, the candle is a symbol of God, the All-Pure, existing everywhere, giving life and enlightenment; a symbol of our Blessed Savior and His mission, for He is the Light of the world, to enlighten them that sit in darkness and in the shadow of death.

The wax represents Christ's spotless Body. The wick enclosed in the wax is

an image of His Soul; and the candle flame typifies the Divine Nature united to the human in one Divine Person. [*Candle Bearer extinguishes lighted candle.*]

PAGE: You are well suited to belong to the retinue of February. Take your place beside her.

[*Back stage begins the melody from Kreisler. It continues during the subsequent speech.*]

FEBRUARY: You who are so well versed in music, come forth.

KREISLER: I represent Fritz Kreisler, in the world of music, a violinist and composer of no small means. He was born on February 2.

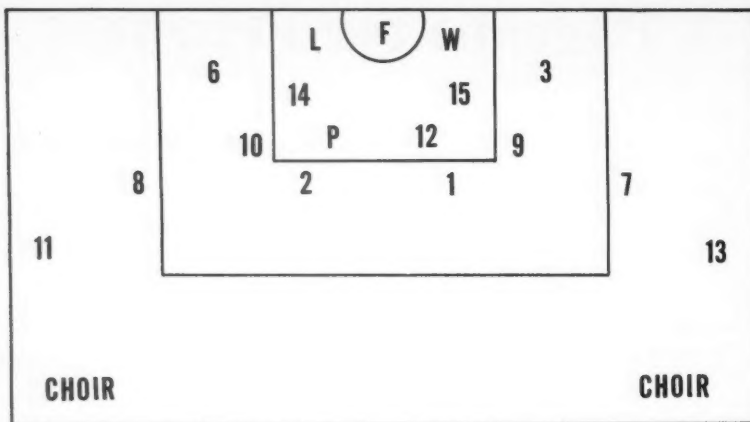
The strains of the melody that you hear come from the pen of Viennese-born Kreisler, later a citizen of the United States and, through the grace of God and the instructions of Bishop Fulton J. Sheen, a member of the Mystical Body of Christ.

[*"Our Lady Hymn" throughout St. Bernadette's lines.*]

ST. BERNADETTE: I am the little fourteen-year-old shepherdess, Bernadette Soubirous, to whom our Blessed Mother promised happiness, not in this life, but in the next; to whom our Lady gave the injunction "to pray to God for sinners"; to whom Mary, appearing eighteen times, revealed herself as the Immaculate Conception.

Our Lady of Lourdes, whose feast is observed on February 11, used me as the instrument to proclaim her wishes for a chapel to be built at Massabielle. Clothed in a robe and veil as white as snow, wearing a blue girdle, and with a golden rose resting on bare feet, Mary announced herself "the Immaculate Conception" though four years earlier, in 1854, Pope Pius IX had officially proclaimed the dogma of the Immaculate Conception for the Universal Church.

EDISON: February 11 brought to this world a genius of electricity, Thomas Edison—one of the very few men of



POSITION CHART

- P Page: ordinary clothes with short cape of green or red
 F February: long gown with train; crown of blue and gold*
 1 St. Ignatius: a sheaf of wheat*
 2 Candle Bearer: a lighted candle
 3 Kreisler: violin and bow*
 6 St. Bernadette: simple frock, kerchief, Rosary
 7 Edison: electric bulb
 L Lincoln: stovepipe hat*
 8 Lanier: pad of paper and pencil
 9 St. Valentine: red heart
 10 Newman: cassock, books
 W Washington: three-cornered hat of Revolutionary period, or replica of family coat of arms (see encyclopedia)*
 11 Handel: music staff paper
 12 St. Matthias: red cassock, Missal
 13 Homer: palette* and brushes
 14 Longfellow: books
 15 Catholic Press: newspaper costume, or ordinary clothes with name plates of noteworthy Catholic magazines attached

* These items can be made of heavy cardboard by ingenious students.

all times who have devoted their lives to inventions and, in his case, to so many improvements in different industries that it is difficult to point out any one of his triumphs as his greatest; more than a thousand of his inventions having been patented.

But the ideal that Edison, as a February celebrity, represents may be expressed best in his own words spoken in reply to a flatterer who once tried to compliment him on his achievements: "Genius is about two per cent inspiration and ninety-eight per cent perspiration."

[*Music of "Battle Hymn of the Republic" begins off stage and continues through Lanier's section.*]

LINCOLN: I characterize Lincoln who was to become, in the words of the author of *The Crisis*, immortalized as the "physician who was one day to tend the sickbed of the Nation in her agony; whose large hand was to be on her feeble pulse, and whose knowledge al-

most divine was to perform the miracle of her healing."

FEBRUARY [*rising*]: It is a privilege, Lincoln, to claim you. Boys and girls of all times will revere you, but it is chiefly my prerogative to present you to their youthful, hero-loving minds. [*February sits.*]

LANIER: The "sunrise poet" is the title that has been given to the front-rank poet of Civil War days, Sidney Lanier. As a Confederate soldier he suffered five months in prison where he contracted tuberculosis which finally caused his death.

One of his most famous poems has been written in honor of his suffering Master who was ever an ideal in the life of this Catholic poet. [*A verse choir flanks the platform, high voices R, low voices L, to recite Lanier's poem. The voices indicated are merely suggested.*]

A BALLAD OF TREES AND THE MASTER
 MEDIUM VOICES:

Into the woods my Master went,

Clean forspent,

LOW VOICES:

forspent.

*Into the woods my Master came,
 Forspent with love and shame.*

HIGH VOICES:

*But the olives they were not blind to
 Him,*

The little gray leaves were kind to Him;

MEDIUM VOICES:

*The thorn-tree had a mind to Him
 When into the woods He came.*

MEDIUM VOICES:

*Out of the woods my Master went,
 And He was well content.*

LOW VOICES:

*Out of the woods my Master came,
 Content with death and shame.*

LOW VOICES:

*When Death and Shame would woo Him
 last,*

ADD MEDIUM VOICES:

*From under the trees they drew Him
 last:*

ADD HIGH VOICES:

'Twas on a tree they slew Him last

LOW VOICES ALONE:

When out of the woods He came.

ST. VALENTINE: The spirit of generosity is mine, for I impersonate the kindly priest, St. Valentine. Because he helped several daughters of a selfish father by giving them a dowry, the custom of sending messages or love and cheer has been associated with the saint's name, by way of valentines. Let my symbol show that a loving heart is one that serves his fellow men.

[*Music of "Lead, Kindly Light."*]

NEWMAN: [*Newman died in 1890.*] Years ago this mortal world lost an immortal figure in the English-convert-Cardinal, John Henry Newman. Born on February 21, he sought throughout his life the truths of that life which is eternal. A well known work is the prayerful poem "Lead Kindly Light." The prayer was answered, and the Catholic Church has seen in this man one of the greatest illuminators and reflectors of the "Light of the World."

[*Music of "America."*]

WASHINGTON: As children of our nation we look up to the "father" of his country, George Washington. If his principles guide our citizenship, we shall be wise politically. His righteousness was true, his life good, and his name worthy of praise and memory.

FEBRUARY [*rising*]: I salute you, representative of Washington. May he who led us at the birth of our nation lead us through the various crises that beset us in our daily history making. [*February sits.*]

[Handel's "Largo."]

HANDEL: Through the years of time, another stands out among the heroes of February — his name, George Frederick Handel. As a boy, George was so eager to practice music that he secretly — because his father wanted him to become a lawyer — had a clavichord put into his attic bedroom and there, at night, made himself proficient by hours of work. It is said that, on one occasion, his father, hearing the sounds, rushed to the attic and found his son playing in his night clothes. It was this incident that convinced the father that George was too absorbed in music to become a good lawyer.

No one listens to a great deal of music at Christmastide without hearing some parts, at least, of Handel's oratorio "The Messiah" — one of the world's four great ones. Nor is his "Largo" unknown to the vast number of music lovers of the world.

FEBRUARY: Your station is definitely fixed among my ranks. May the world ever love your melodies.

PAGE: Welcome, Holy Apostle, thrice welcome, last of twelve Apostles to whom was entrusted the treasury of faith.

SAINT MATTHIAS: It is indeed a happy privilege for me to impersonate St. Matthias because he was an Apostle. St. Matthias, one of the seventy-two disciples of our Lord, with Him throughout our Savior's life, was chosen by the eleven Apostles under the guidance of the Holy Spirit to replace Judas Iscariot. Clement of Alexandria says that St. Matthias was remarkable for his insistence upon the necessity of mortifying the flesh to subdue the sensual appetite — a lesson he had learned from Christ and which he himself faithfully practiced.

Having planted the faith in Capadocia and on the coasts of the Caspian Sea, St. Matthias is said to have been martyred, probably by crucifixion, after having endured great persecution and ill treatment from the savage people among whom he worked. His body, said to have been kept for a long time in Jerusalem, was translated to Rome by St. Helen.

HOMER: So greatly did Winslow Homer, born February 24, love the beauty of the sea as it fought fiercely with the land along the Maine coasts during stormy weather, that he carried with him a portable hut so that he might paint in spite of rain and wind.

During an earlier period — that be-

fore 1880 — Homer chose subjects of everyday life in New England and Virginia, but after 1884 he worked on that series of paintings of the ocean and fisherfolk which placed him in the first rank of American painters. His masterpieces are "On a Lee Shore" and "The Maine Coast," though "Eight Bells" and "Lookout — All's Well" are also celebrated.

True to his title of greatest American water colorist of the sea, Homer lived and died in his studio at Prout's Neck, Maine, on the waters of the Atlantic.

LONGFELLOW: The character and life of Longfellow have been compared to a poem — balanced, beautiful, strong, with nothing to hide or excuse. Lowell once said of him that his "choicest verse is harsher toned than he," and such was the impression of everyone who met him. His very appearance carried out this thought; of medium height, with features heavy, but sensitive; he had a dignity, a sunny gravity, which set him apart at first glance as a man of no ordinary character. His own words best express his ideals:

"Lives of great men all remind us
We can make our lives sublime."

[Page quietly secures crown, holding it in readiness to hand to St. Matthias when the former is about to speak his lines of homage.]

CATHOLIC PRESS: And I who complete the number of those who follow February, am the spirit of the Catholic Press.

Almost till the turn of the century, Catholics in the United States had to contend with prejudice against themselves and their beliefs, and only two newspapers begun before 1840 were able to survive.

In the period from 1840 to 1884, the Catholic Press grew, but with difficulty. Iowa's *Catholic Messenger* of Davenport was born in 1882, and ap-

pearing likewise in this period were these three magazines: the *Catholic World* and the *Ave Maria* — both founded in 1865 — and the *Messenger of the Sacred Heart*, begun in 1866.

After the Second Plenary Council of Baltimore (1884), the Catholic Press flourished sufficiently that many new papers were established — even though not all were able to continue. The *Young Catholic Messenger* was begun in 1866. *Maryknoll*, the first magazine to promote foreign missions, came into being in 1907. *America* began in 1909. Two Catholic papers were prosperous enough to propagate a Catholic newspaper chain: the *Denver Register* and *Our Sunday Visitor*. In 1911 a Catholic Press Association was organized.

Though the need for the Catholic Press is obvious in the fact of its having flourished, its purpose is no longer chiefly apologetic. Today's policy, expedited by the news service of the National Catholic Welfare Conference established in 1919 by the Bishops of the United States, includes gathering of news, pictures, features, and other material from all over the world to present with a Christian editing a continuous word and photographic record of current events and of events of Catholic importance and significance.

So important have the Holy Fathers considered the function of the Catholic Press, that St. Pius X has said: "In vain will you build churches, preach missions, found schools: all your good works, all your efforts, will be destroyed if you cannot, at the same time, wield the defensive and offensive weapons of a press, Catholic, loyal, sincere"; and Pius XI said: "You are my voice. I do not say you make my voice heard. You are my voice itself." Catholics of America, read me!

PAGE: The time has come, February, for us your clients to recognize you as queen of the months of the year. Hail, [Total cast bows.] February! Accept this crown of blue and gold. [Slowly and with dignity St. Matthias hands crown to Washington and Lincoln who crown February. She rises.]

FEBRUARY: My children, your deeds have framed this noble crown. Were it not for your worthy thoughts, no precious stones could have been set; were it not for the weaving of these thoughts into acts and deeds, shaped by strength of character, no binding force could have made this crown. The honor bestowed on me is yours, celebrities of February.

[Curtain]



— G. C. Harmon

Third grade pupils focused their attention on Italy, illustrating the many contributions of the country on this bulletin board map.



“Getting to Know You”

A PROJECT IN WORLD EDUCATION

By Sister M. Giovanni, S.S.N.D.

Sacred Heart School, St. Paul 6, Minn.

■ It began at our first faculty meeting in August when our principal suggested that we do something this year to bring before the minds of our elementary school children, the culture, customs, problems, etc., of the people in other lands. This was to give the children insight and understanding of the activities and problems of others in this world of ours. We decided that each teacher could choose the country in which she was most interested and develop her objectives, approach, and activities to suit the level and needs of her class. We decided to have an exhibit of the work of the classes at our Home-School meeting in February.

Contributions from Everybody

The methods of developing this project were as varied as the nineteen teachers in our school. Some rooms worked in the background collecting materials for several months. Many took a concentrated period of a few weeks during their social studies classes. As the time drew near for the exhibit, interest mounted high. Because it was such a timely project, newspapers and magazines were filled

with items of interest from the different countries. Our librarians at the public library outdid themselves in supplying us with all the books we could use. Not only were the children alerted to the events in the particular country but they brought articles, clippings, and curios for other teachers. One girl in my room—Grade 8—brought some recipes and pictures for Hawaii, delicately carved ivory earrings for Japan, and a genuine Sari for India. It was a laughing matter in the community room when the telephone rang. Everyone wondered who it would be this time. The message more than likely would be: “Tell Sister that there is a good program on now about Africa . . . or India . . . or Alaska,” and they wanted us to be sure to listen.

Some of the grades asked fathers and mothers who had visited in various lands to come to the school and show their slides and tell of their experiences. One former GI was working on a new job and could not come to the class. One night he came to the convent parlor and for three hours we listened to his adventures and observations while he was in North Africa. We

taped his talk and played it back to the children the next day. The first grades who took a Mexican story, learned some of the simple words which a Mexican child would use and were proud to show off their knowledge of another “language.” After one of the second grades studied Ireland, the youngsters learned the sign of the Cross in Gaelic. One seventh grade completed its study of Spain by learning the Hail Mary in Spanish. The other seventh grade learned German folk songs and recorded them for all to hear. In our third grade religion units, the children study the organization of the Church; therefore, this teacher chose Italy. One of the girls in her class had spent the summer there with her mother. The intense interest of even these little people in the talks given by this child’s mother demonstrated how much they had learned and appreciated the land where the Holy Father lived. One third grade chose Holland and proudly displayed a pair of wooden shoes which a little girl’s grandfather had worn 90 years ago. From the study of one of our new states, Alaska, to the interest shown by the eighth

grade studying Russia, new concepts and worthwhile attitudes were formed.

Displays in Every Room

Displays in the various rooms were an education in themselves. Many people came back again to look at the rooms so that they would not miss anything. Scrapbooks, mobiles, art pictures, compositions, dioramas, clay modeling, plaster carving, crayon work, murals, friezes, feather drawings, illustrated maps, dances, and innumerable other features were employed to show everyone how much the children knew and learned about the country they had "adopted" for the project.

Natives of Japan and India Talk

I believe that the attitude of the students toward people of other lands and the appreciation they developed for the ways and customs of others was the most valuable result. Two of our former students who had spent a year in Hawaii taking pictures of the Islands gave the entire school a showing. How everyone enjoyed the remarkable photography—especially the grade that had studied it and knew more of the background. My class had learned so much about Japan by just looking at the exhibit work of the sixth grade that, when Sister announced that a real Japanese lady was coming to talk to her class, we pleaded to be included in the audience which of necessity had to be a small one. Mrs. Aliko Willmarth was truly a

charming representative of the cultured Japanese. The children asked her innumerable questions and her sweetness and kindness to them won their respect and admiration for the people of her homeland. Through the efforts of our school nurse, a doctor from India affiliated with WHO, came one afternoon to a sixth grade studying India. He is in this country studying plastic heart surgery. Doctor Faruk came from Kasimir and showed the children slides of his family. He is the eldest of twelve children so he was very much at home with the group. He graciously wrote his name for those who wished a sample of Sanscrit. Only after school was I able to see him and what a vast fund of information he gave this informal gathering. If his work permits, he has promised to return to the school and it is one of the pleasures to which we are looking forward. The contacts made in this manner did immeasurable good in broadening the horizons of the children.

Much About Africa

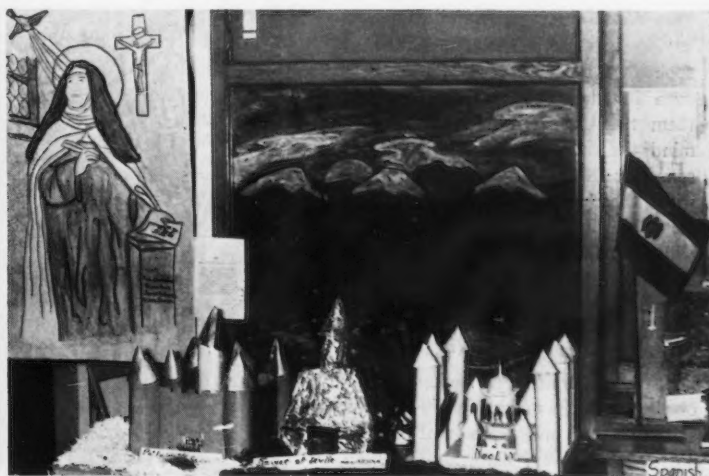
In our room, we studied Africa. It is, as you know, of vital importance at the present time. Slowly, but surely, during the course of the four weeks that we spent on it the children came to understand that Africa is more than a land of jungles and animals. They came to a deeper understanding of why the different tribes act as they do; why they want freedom and above

all they began to appreciate the immensity of the problems facing an emerging Africa. I only wish I had room to give you some quotes from the compositions written on the last day of the project. The insight gained by these youngsters, not yet in their teens would do credit to people, older and more mature. Above all, the students seemed to feel a helpless longing to do something for our "dark brothers." As a result, many of the children are praying for Africa and her problems every day and are offering their sacrifices for that intention. Some are toying with the idea of the lay apostolate in Africa when they are grown. Perhaps this is wishful thinking but at the present moment they are sincere. It has colored a great deal their attitude toward the Negroes in our own country and the problems they are facing. Even today, though the project is finished, the members of the class bring clippings from magazines and papers on the subject. Imagine our delight and happiness when the Holy Father created an African Cardinal!

For a concrete way to bring out the virtues, especially justice and charity; for forming Christian attitudes toward our brothers and sisters in other lands; for a better way to bring about so many excellent results, I have not experienced anything to equal our project on Getting to Know You. As a member of the faculty which initiated and carried through this program I consider myself privileged.



Mrs. Aliko Willmarth posed with an exhibit of articles made in Japan which she used as topics for her lecture.



The seventh grade concentrated on Spain. An exhibit of Spanish castles led the students back to the land and times of Saints Theresa and Ignatius.

Religion in ACTION

JANUARY: JESUS LIVING IN ME

By Sister M. Emmanuel, C.S.J.

St. George Convent, Bourbonnais, Ill.

■ During the Advent season the Christ of Bethlehem becomes close to the child who is privileged to live in a Catholic environment. Having prepared his soul for the birth of the Babe of Bethlehem there is readiness for accepting the truth of Christ's living within him. The theme for January, "Live, Jesus, live, so live in me that all I do be done by Thee," is brought out in a virtue program where the child strives to live the virtues practiced by the Child Jesus. It is usually profitable to plan activities based on some particular virtue which will be practical for the majority. Since obedience predominates as the basic habit governing the conduct of a child as it did the life of the Boy Christ, this month provides a fitting time for the study and development of supernaturalized thought and action in this regard.

"He Was Subject to Them"

"He was subject to them," words spoken of the Christ Child hold much even for the adolescent. In explaining them the teacher will do well to remind the student that the main reasons for his obedience are identical with those which motivated Christ. First, obedience is a fulfillment of the will of God who speaks through someone who takes His place. The activation of the gifts of the Holy Spirit as well as the theological virtues enters here where each of the gifts can be studied against a background of obedience, thus making more tangible spiritual gifts and fruits that are the possession of every maturing Christian. It is for us, the religion teachers of today, to make a little less needed the lament: "If thou hadst known the things that are to thy peace."

Second, the child should come to see that obedience is not adult restraint on childhood activities, but a loving protection against dangers and mistakes. The prayerful development of this thought leads to a spirit of humility and mentally healthful submission to rightly directed authority and thus to a growing self-discipline which chooses wisely and co-operates more fully with advice and suggestions offered for building the future adult not only spiritually, but emotionally, scholastically, and socially.

Learning Supernatural Living

The average child who possesses the gifts of faith, hope, and love through their infusion at baptism is mature enough psychologically and spiritually

to begin a pattern of living based on supernatural purposes. Today the dedicated men and women who will assume the obligations of the divine counsels tomorrow are children with unspoiled, grace-laden souls who learn eternal truths in our classrooms. The future parents and leaders of the laity are also there. The first steps into the way of sanctity for many in each of these groups will be through an early realization of the Christ-life lived out in humble obedience.

In order that this may be accomplished the child must be guided and encouraged to use quiet times for prayerful examination of conscience, that is, for talking over with the Christ-of-the-Tabernacle or the Christ-within-him the state of his soul as grace gives him to see it. Sixty seconds spent thus in the presence of the Blessed Sacrament or before going to bed is preferable to a longer period of thoughtlessly repeated rote prayers.

If the child attends daily Mass and receives Christ in Holy Communion frequently he has special sources of grace and inspiration in working out his virtue practice, but usually there will be need for the teacher's consistent help in the grasping and executing of truths represented here.

The Mystical Body of Christ

The child's place with Christ in the Mass becomes a focal point in his efforts to "put on Christ" in daily living, for the student learns to offer himself and all he has and does to the Trinity through Christ's Sacrifice and in so doing finds strength to overcome the natural difficulties that arise in the practice of the virtue he is trying to attain. In his thanksgiving after Communion he will find substance for talking to God in the working out of plans in the matter of letting Christ live His life with him.

Those children who are not privileged to attend daily Mass or receive Holy Communion should be taught to realize that the offering of what they do in union with the Christ of the Mass they cannot attend is infinitely precious in the sight of God, as is a spiritual Communion at times when it is impossible to receive the Holy Eucharist. Short periods of mental prayer during this month might well be given to leading the entire group forward in the understanding and practice of these activities which make spiritually fruitful the lives of many adult members of the Mystical Body.



The Presentation in the Temple.



— G. C. Harmon

Three scenes from the life of

Saint Joseph, Head of the Holy Family

By Sister M. Michaella, O.S.F.

St. Frederick School, Cudahy, Wis.

THE ANGEL

■ After spending some time with Jesus, Mary, and Joseph, the good kings wanted to go home. They couldn't wait to tell their people of the little King, who made them so happy. They wanted everyone to know about Holy Mary and good St. Joseph. However, during the night of their last sleep in Bethlehem, God sent an angel to the Kings, telling them to go home another way. God, Who sees the thoughts of everyone, saw the ugly schemes in the wicked mind of Herod. Our holy kings, whose hearts glowed with God's pure holy love, quietly obeyed the angel's words. Even the little angels in heaven went off in huddles to laugh at the big dressed-up king Herod who thought he could get ahead of God.

Day after day, Herod waited; his dark plans were ready. Finally he knew that the kings of the East had fooled him. At once he flew into a fit of anger. He tore his hair, stamped his feet, and lastly, shouted a very cruel command. His soldiers slowly went to the little town of Bethlehem where they must kill all baby boys who were two years old or younger.

The Holy Family Goes to Egypt

While Herod gave his orders, God's holy angel hurried to St. Joseph and said, "Arise, take the Child and His Mother and fly into Egypt. Stay there

until I call thee." Up jumped St. Joseph. He told the news to Blessed Mother. Quickly they got ready. Here and there, St. Joseph must have bumped himself, for no one had as yet invented electric lights. Blessed Mother had to be very careful too, so as not to hurt the little Jesus.

After a little while, Mary with little Jesus, was seated on the donkey, while St. Joseph walked beside carrying food, clothing, and his carpenter tools. St. Joseph wisely chose an out of the way road, so as not to meet Herod's soldiers.

When the Holy Family was just about out of Bethlehem, the crying of men, women, and children broke the stillness of the night. Mary and Joseph knew what had happened. Again God fooled ugly King Herod. The little baby boys were now wearing bright crowns; they held a palm in their hands, and their souls shone with a beauty brighter than the splendor of the sun. Jesus, nestled in His Mother's arms, was proud of his brave little brothers. How he loved them!

When the Holy Family hurried through Egypt, the homemade gods fell from their high places. Very few of these people knew anything about the true God, so they made their own gods. But as Jesus, the true God, passed by, these statues tumbled down and became a heap of dust and stone. Perhaps good St. Michael and his angels received per-

mission from God to make clear the highway along which our dear Savior should pass. You remember, St. Michael was that great archangel who drove Satan from high heaven like a flash of lightning. He is the great archangel who protects the church from the attacks of the fallen angels.

After their journey, St. Joseph searched for a home where his Family might stay until the angel again called. The little house St. Joseph chose soon became one of the neatest and nicest in Egypt. Blessed Mother was dainty and could make any spot look cheery. In this pretty home, very wonderful things happened. Our sweet Savior began to do all the charming things only babies do. He slept and watched, smiled and cried, kicked and pulled, cooed and called, as His lovely Mother and kind foster father watched Him.

A Surprise From Jesus

Yet one evening as good St. Joseph came from work, he had a very happy surprise. The little Jesus had been trying to walk. He could make a few steps. He wanted St. Joseph to see His new step. After the evening meal, little Jesus became restless. He patted the high chair, and pulled His feet back and forth. Blessed Mother knew what Jesus wanted. She stood Him on the floor near St. Joseph. The little Jesus began to walk to St. Joseph, and wonderful

surprise! He spoke His first word. He called, "Father," held out His baby arms, and tottered right into the strong arms of His great foster father. What this must have meant to St. Joseph, no one can say. In that precious moment, the angels clapped their hands in holy joy while Mary watched and St. Joseph wept. These were tears of joy which fell from his kingly eyes. We cannot understand the great joy and peace that filled these holy Ones at this time, but we can think about these happy days when Jesus grew from babyhood to childhood. Perhaps some night we'll have the precious luck of dreaming about the happy home of the Holy Family. We pray that someday we'll have the great joy of meeting these Three Holy People in the bright holy land of heaven.

Truest Congratulations, Holy St. Joseph

What a brave man you were; not a bit afraid of an angry, jealous king, or of going into a strange, friendless country. We love your great courage and thank God for your shining example. It makes us brave, too. Yet, holy foster father, I wish you would do something about those people who know about Jesus, but who just don't do anything for Him or His children. Ask St. Michael to give them the pep they need to serve God zealously. Their holy angels and patron saints want them to be great saints. If they love any home-made gods too much, you and St. Michael could do something. Then when God's holy angel calls, these faithful souls will come to that beautiful home where they'll see "Our Father."

THE WORKSHOP

■ In far-off Egypt, the Holy Family was at peace and happy. Everyone loved their ways, their habits, and their ideas. They admired the home which Mary made so beautiful; they talked about the work St. Joseph did so perfectly; they watched the Child Who went about doing good.

They Go to Nazareth

While these things were going on, Herod died. God's angel hurried to tell St. Joseph. Now the Holy Family could go home to enjoy the green, fruitful land, to talk to their friends, to share with them the joy of living with Jesus.

As they rode home, little Jesus played with the donkey's warm hair. What

deep joys sweetened that journey home. Red, yellow, and white tulips bloomed brightly; father, mother, and baby birds chirped cheerily. Long ago friends thrilled to see Mary and Joseph again, and how they loved that beautiful Child! His eyes, so loving; His voice so mellow; His manners, so perfect; all was of heaven. How proud the people were to know such a Child! This Child grew older, wiser, and holier day by day. He learned a bit more about carpentry and good housekeeping.

Often the little angels, who weren't a bit ashamed of being nosey, would peep into the workshop. They even crowded very near when the saw Jesus and Joseph talking together. If they spoke of Mary, those little angels would reverently sing in beautiful melody, the words the great archangel, Gabriel, spoke when he asked Holy Mary to be the Mother of Jesus. When St. Joseph sawed the boards, some of those little cherubs would push St. Joseph's hand, while others helped Jesus hold the plank tight so it would not slip.

On one particularly busy day, the Boy Jesus began to get dreadfully sleepy. St. Joseph quickly pushed together a heap of golden shavings from the planks and said, "Come, my tired Child, rest a while." Jesus clapped His hands and put His head right into the golden heap. Soon He was fast asleep. When St. Joseph saw Jesus asleep, the busy carpenter fell upon his knees. He thought: "Once, my Child, You slept upon a bed of straw. Now you sleep peacefully on soft wooden shavings. But oh, Dear Child, the Bible tells of another day, when You will rest upon the hard wood of the Cross." Just then he heard Mary coming. Quickly St. Joseph brushed away the tears with his hard calloused hand. But Mary saw and understood. They had often spoken about the great work of Jesus. Together they knelt and prayed to their Father that all men might know the Savior.

Speaking to St. Joseph:

Tenderest congratulations, noble carpenter. Your hands were the noble blessed hands of an honest, hard working father. They were hard and rough, perhaps blistered and bruised at times. Your ways teach us the holiness of honest, lowly work, for Jesus ever blesses the man who is busy doing good. May we ask, good St. Joseph, that you give to all working people a great love of honest work, and make them work for God alone, so that they may receive the reward promised.

THE TEMPLE

■ Several times each year the Jewish people went to the great temple in Jerusalem to pray and to offer sacrifice. They were called there by the law of Moses. One lovely spring day when Jesus was 12, the people went to the great temple for seven days of prayer and sacrifice. All started on toward the great temple. The Holy Family was with this group of eager, anxious people. Jesus, Mary, and Joseph heard their wishes for a strong rich King. With such a king they need no longer obey the Roman law. That King would make them a free, joyous people. Good St. Joseph knew Jesus, their King, was right with them. He knew Jesus would show them a very different way of being great, happy, and joyous. Now and then when someone asked St. Joseph to explain the word of God, they would laugh at his ideas and think them quite foolish. This hurt St. Joseph very much for often Jesus and Mary had talked about the Savior's work and about God's plans for how men should become great. The signed heads glistened and their long black and white beards waved as they talked, argued, and even looked forward to the King who would make them rich. All this was so different from quiet peaceful Nazareth where God's will meant everything and self meant nothing.

They Lost Jesus

Soon the seven days were over and back home walked these busy eager people. After the first day, St. Joseph who had missed Jesus during that time eagerly looked to the women to find His dear Son. What a disappointment! Jesus was not there. Mary anxiously looked to find her Child among the men, but there was no Jesus. The eyes of Mary and Joseph met. They understood and both looked back toward the great city. They must go back to look, to ask, to call for their holy Child. What great sorrow! This sorrow kept growing heavier and heavier as poor St. Joseph walked at the side of Mary. He saw her distress, her pain, and her weariness. He felt her worries. Where did the Holy Child eat? Where did He sleep? Was He already in the hands of those who did not love Him? St. Joseph thought he had spoiled God's plans, that he had failed to be a good foster father. As a last thought, after searching three days, he asked good Blessed Mother to go back to the temple once more. Perhaps the doctors with whom Jesus spoke,

would know something. This thought gave new strength and courage to Mary.

Jesus in the Temple

They were going up the sparkling temple steps when suddenly they stopped. Ah, precious moment! They heard the voice of Jesus! Quickly Mary went to the door and said, "Son, why hast Thou done so to us. Thy Father and I were looking for Thee and we were sad." At once Jesus stood. His face beamed with joy. How thrilled He was when He saw His poor, loving Mother. How happy He was to show the proud teachers the love and sacrifice of Mary and Joseph. He immediately left the teach-

ers to think over the important things they had been discussing. The surprised doctors hardly heard Jesus say, "Did you not know that I must be about My Father's business?" Before they had a chance to get over their surprise, Jesus was embracing His Mother and His foster father. As they walked down the sparkling temple steps, the great doctors hurried to get one last look at this Great Teacher and His good, loving Mother and their protector St. Joseph.

Heartiest Congratulations, Great St. Joseph

We are very proud of you because you were brave and kind and obedient.

You were not a bit afraid to tell your friends about God's ideas, even if they laughed at you. When Jesus was doing His Father's business in the temple, you were so kind. You didn't act a bit like our Father Adam who had to blame Mother Eve after he sinned. No, St. Joseph, instead you took all the blame and silently looked and searched and prayed. We too, are happy to remember your walk home from the temple, for it makes us want to walk close to Jesus and Mary as we do our Father's business. Good foster father, help us obey that we may silently and bravely do God's holy will.



JOY in Creative Writing

Sister M. Kevin, P.B.V.M.

St. Joseph's School, Mason City, Iowa

to the children. They will be thrilled to think they really can write something so beautiful.

Pictures Suggest Stories

Children will be stimulated to more vivid stories if we find pictures that correspond to suggested beginning sentences or suggested topics. Or let us take the pictures we have, and supply a beginning sentence for them. This beginning sentence will focus attention on the main character or dominant idea of the picture. For instance, if we have a picture of a man selling balloons, the sentence may be: "The children on Joy Street were running to buy a balloon because the balloon man had sung as he came, 'Get a magic balloo-oon for only three ce-e-nts!'" After some experience, most of the children will be able to choose their main point of interest independently and write an interesting story about it using a good beginning sentence.

Descriptive paragraphs are helpful as an aid to an appreciation of the beauty of our own surroundings. However, here again, begin with pictures. While most of us are familiar with the *Ideals* pictures, and those of various other magazines, we might not be aware of the possibilities in *Ford Times* and *Lincoln-*

Mercury Times as sources of pictures. Occasionally a copy of these publications is sent to the school by the local dealer, but if such is not the case, perhaps some of the children's parents receive one or the other, and the monthly issues could be secured from them. Care must be taken, however, that only pictures with clear-cut lines are chosen since some of them have rather soft, "fuzzy," indistinct lines.

Call Attention to Good Work

Remember the need of a positive outlook. Rather than to think, "Isn't it too bad the rest of the paragraph is so drab, since here are a couple of really good descriptive words," say instead, "Listen to the interesting way Maureen began this sentence" . . . Perhaps it is interesting because the child used inverted order as in the following examples taken from sixth graders' work:

"Clustered around the master's house" . . .

"Nearby stands a crane on one leg lazily looking" . . .

"In the foreground several children" . . .

"As the river tumbled down, I could hear its merry music."

There will be great joy in classroom creative writing, if the children feel that the results are worth their efforts. We can help much in achieving this joy by praising the results. Often we are too miserly in our praise because we do not appreciate the "diamond in the rough," the striking phrase in an otherwise mediocre paragraph. We expect the diamond all cut, polished, and in a perfect setting—and this from children. We expect too much too soon, and as a result, we are disappointed always and forever because the children sense our disapproval of their work, become discouraged, do not strive to improve, and develop a distaste for writing saying they "can't" do it. Even if most of the story, paragraph, or poem is prosaic, if one sentence or even only a phrase is good, read it expressively

"With the iron gate swinging free, the city looks deserted and". . .

There is no real need for calling it inverted order until the upper grades, but the children thrill to know they are putting a term of such imposing sound into practice. Then too, they will know there are other "inversions" than "invert the divisor and multiply."

Or we might say, "Listen to the beautiful picture words Michael used in this sentence." And stress the descriptive words in the reading:

"She *plucks* off the crimson leaves as she rides along."

"The trees are bare and *restless*."

"He *whisks* off the leaves" . . .

"Mountains in the distance *caress* the pale blue sky."

"No man could see as far as that fence was laid out."

In the next examples, personification or metaphor would have been stronger than the "seem," "seems," and "look like" which were used, but we must see the beauty of the figure used and praise it:

"As the sea comes splashing up, it seems to *fold loving arms* on the shore."

"The waves seem to *nod approvingly* to the clouds overhead as if to say, 'I'm happy down here.'"

"Some of them [morning glories] that are just starting to open, look like *cream puffs all wound up*."

After feeling the success of writing descriptions of a pictured scene, the children will be ready to try describing familiar scenes of the neighborhood. This will be more difficult, because having seen them so long without having really seen them, their senses are dulled to local beauty. It is well then, at the start, to give the class a beginning sentence which will give the object of main attention, while the rest of the description will tend to frame it. For instance, these might be the two entirely different aspects of the same scene:

"As the muddy brown creek winds its way lazily through" . . .

On the other hand, if the stream is merely part of the "frame":

"While the chattering gray squirrels frisked on the branches, leaping through the trembling leaves" . . .

Expand Vocabulary

The children should also describe people and animals as well as scenery. It will be harder to advance to descriptions of live people, perhaps because

American youth is so used to trite phrases and slang in this regard. One is either "cute" or "slick," or else "homely," or "a nightmare." After that, their vocabularily gasps and expires. However, after some experience in describing pictures, perhaps famous ones such as Rivera's "The Flower Vendor," "The Boyhood of Raleigh" by Sir John Millais, or for animals, Landseer's "Dignity and Impudence," or Chirico's "Wild Horses," the children will find there are words other than the above few.

In the next few years when these children are globe-trotting, they will be better able not only to *see* the beauty of "Faraway Places," but to write interestingly and graphically of the places they are privileged to view; they can share their experiences with their family and friends.

Write Poems

Closely allied to descriptive paragraphs is the composition of poems. It is not necessary that these poems rhyme, but that they have beauty—beauty caught and held in the rhythm of words. Here it is not advisable to start with pictures. A poem is too alive for that. Start with poems and more poems—rhymed poems and unrhymed poems, simple poems, and even a poem or two which seem slightly too advanced for the children's age level to satisfy the brighter pupil, while all will hear the lovely sounding words, and will be the better for it. They must first love the sound of poems and the feel of poems, then they can start.

If the children are going to write seasonal poems, read them many different types of poems of that season—some "wind" poems, some "leaves," "flowers," "sky," "rain," or "snow," "bonfires," "animals," "people"—as many different kinds as possible, so they will see the unlimited possibilities.

As the children write, watch for the beautiful words, phrases, lines, and read them with evident pleasure to encourage all. Are you not moved by some of these words, the lilt of these lines?

"The *rusty* leaves are" . . .

"O listen to the noises in the fall:

The rustle of the leaves,

The howl of the wind,

The *beating of the birds' wings*

In the air flying south.

The rippling of the brook

Joins in with the music of the fall.

They are *calling winter*

From the north."

And this about the spring wind:

"I heard it near; I heard it clear;

I heard it in the trees.

I heard it by; I heard its cry;

I heard its gentle breeze.

I heard its call; I heard it all

Across the land and seas."

"The magnificent crown of roses that *nestles* rich and red

Is *crested* by the halo that glorifies your head."

"The sky upon the water *reflects her veil* of blue" . . .

"Dear Lady, your *outspread arms* give shelter to our ship" . . .

"The gleaming halo sends a great light out over the choppy sea for" . . .

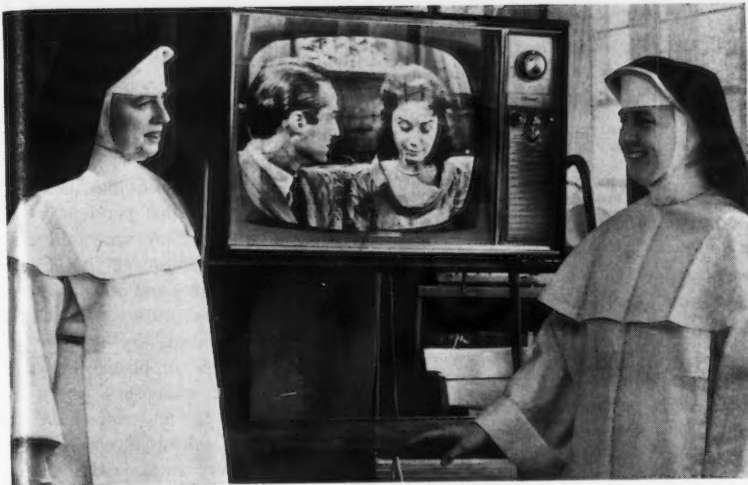
"The holy veil spreads a light blue over the port" . . .

Share Children's Work

Written work, of course, is not meant to remain shut up in a notebook. It is to be shared with another; it is one of the Christian Social Living principles set forth by the Commission on American Citizenship that we share our non-material goods with others. And how do we share? By reading the written work to someone, or letting them read it. Sometimes students are shy about reading their own poems or descriptions, so they read them in a semimonotone to cover their actual accomplishment. For this reason, it is better for the teacher to read the poems aloud first, and then let the children read someone else's poem or paragraph to the group. They will do it with feeling and expression. Ordinarily they enjoy reading their own stories to their classmates and schoolmates in other rooms.

Another way to share written work is to post on the bulletin board the picture with its descriptive paragraph mounted on construction paper, or the poems typed and mounted. "They look like real poems when they are typed!" Or perhaps, run the finished poems off on the duplicator, let the children design and make a cover for them, and take them home to share with their family.

St. Therese said, "Above all, I know that charity must not remain shut up in the heart." And to paraphrase her: "Above all, I know that beauty must not remain shut up in the heart," or it will atrophy, wither, and die, but if it is shared with others, there is room for more and more beauty, and indeed, more room for Beauty, God Himself.



Awaiting Airborne Television Instruction are Sister Francis Marie, O.P., science instructor, and Sister Perpetua Marie, O.P., librarian at Holy Rosary Academy, Louisville, Ky. The school has a new 21 in. UHF receiver.

Airborne Television

Six midwestern states will benefit
from this exciting educational series

By Sister Perpetua Marie, O.P.

Librarian, Holy Rosary Academy, Louisville, Ky.

■ A new phase in instruction by television is about to be introduced. The Midwest Program on Airborne Television Instruction was organized at the Memorial Center, Purdue University, Lafayette, Ind. The cost of the project, \$7 million, is being met by an appropriation of \$4½ million from the Ford Foundation and contributions by private industry.

A booklet issued from the center at Purdue University presents the following facts:

Purposes

To broaden the range of educational offerings.

To improve the quality of offerings in schools and colleges where resources are unavailable or inadequate at present.

To accomplish these objectives at a reduced cost.

To conduct the initial program in a manner that will assist in the development of a permanent facility by local

and state educational agencies.

The Means

Educational courses on video tape will be telecast from an airplane flying at high altitude over north-central Indiana. The telecasts will be received on TV sets in classrooms of participating schools throughout the telecasting area.

The Area

Telecasts will cover a circular area 150 to 200 miles in radius and will include parts of six states: Illinois, Indiana, Kentucky, Michigan, Ohio, and Wisconsin.

Schedule

Demonstration telecasts will start in February, 1961. The first full academic year of telecasting will start in September, 1961, and continue until June, 1962.

During the full academic year, courses will be telecast on two channels, six hours a day, four days a week.

Conduct Code for Students

■ Assumption High School at Davenport, Iowa, distributes to students a handbook of regulations. A feature of this booklet is a students' code of conduct and a demerit system of specific penalties for various offenses.

"Seeing demerits pile up is more effective than a few words of correction to the student," said Father Edmund Weeg, the boys' principal.

The school handbook gives the following information about demerits:

Group I — Maximum Demerits

Each of these offenses calls for 30 demerit points and is a subject of immediate board action:

1. Willful destruction or defacement of property.
2. Stealing.
3. Immorality.
4. Presence under influence of alcohol at a school function.

Group II — Accumulative Demerits

Each of these offenses, on a school year basis, rates 15 demerit points:

1. Smoking on campus.
2. Careless destruction or defacement of property.
3. Cheating.
4. Major disrespect.
5. Drinking or possession of alcoholic beverages at a school function.

Group III — Accumulative Demerits

These offenses, accumulated on a semester basis, rate 2 points each. They are doubled with each entry of the same item by any teacher:

1. Misconduct in class, corridor, study hall, lunchroom, library, or at a school function.
2. Lack of homework.
3. Improper attire.
4. Gum and food.
5. Tardiness (school or class).
6. Unexcused absence from school, class, or school obligations.
7. Abuse of special permits (passes to hall, lockers, etc.).
8. Lack of neatness in preparing written work.
9. Minor disrespect.
10. Insubordination.

Administration of Penalties

1. Penalties will be administered in the process of accumulating demerits.

2. Extracurricular activities will be curtailed after 20 demerits.

3. Specific discipline outbreaks will be controlled by increasing number of demerits.

4. The study-hall proctor will make general announcements at the end of periods of those receiving demerits for that period.

5. Students with 1-10 demerits start with 0 demerits at the new semester. Students with 11-20 demerits start the new semester with 5 demerits. Students with 21-29 demerits start the new semester with 15 demerits.

Accumulated demerits call for the following procedure:

Step I: Ten demerits call for a student's conference with his home-room teacher.

Step II: Twenty demerits call for a conference of student, parents, and home-room teacher.

The student will be removed from all classes until the conference is held.

Factoring and Fractions

By Sister M. Ferrer, R.S.M.

St. Xavier College, Chicago 43, Ill.

■ Most elementary textbooks today carry devices to make arithmetic easier and more meaningful. A device is good if it works when the natural sequence of thought does not produce a natural or logical meaning. Yet the ones offered by texts too often are mechanical and artificial. My sympathy goes to the elementary teacher who must spend a great deal of time to learn such devices and continue to waste time attempting to give clear presentation of some of these artificialities that handicap arithmetic, the teacher, and the pupil. My approval, however, is reserved for a more fruitful approach.

A great deal of research into the mathematics curricula has been, and is being, done by college, secondary, and elementary mathematics faculties throughout the country. It takes some time and effort to establish communication and articulation, but it pays off. In order to improve the teaching of mathematics at all levels, St. Xavier College mathematics faculty has established communication with secondary and elementary teachers. This paper gives one of the encouraging results.

Since elementary arithmetic deals chiefly with natural numbers and rational numbers, does it not make sense to use some number theory? Some of the most natural methods of teaching elementary arithmetic as well as establishing school-college articulation have been the results of research and consideration. It is amazing it had not been considered centuries ago. In fact, some number theory had been included in older textbooks but probably was removed to make room for all the pictures and diagrams included in the present day so-called arithmetic texts.

Organizing an Experiment

As a result of the combined efforts of elementary, secondary, and college teachers, it was decided that experimentation at the elementary level, from first to eighth grade, should be conducted during the year 1959-60, since a sufficient amount of workable ma-

terial had been accumulated. The preliminary step was to ask a few elementary teachers to learn some number theory, experiment with it, and then report to the other elementary teachers. If we "sold" a few teachers, they might be able to "sell" many. Those chosen had no special training in mathematics.

The experimentation was divided into three sections—primary, elementary, and upper grades. However, since we wanted results, this separation was not held too rigidly for the elementary level. Instead, teachers at the fourth grade, sixth grade, and eighth grade levels were chosen for the continuity of ideas. The eighth grade teachers will also participate in the upper level experimentation so that there will be a continuity of material.

At the first meeting the three teachers registered negative enthusiasm but good will. This was expected. None of these teachers had had any college mathematics except the usual required methods course. By the time of the second meeting, the picture had changed. Questions tumbled out and were answered and further understandings presented. Back to school they then went to "try out" the ancient number theory ideas that were new to them.

A Teacher's Report

Sister Mary Donald, R.S.M., eighth grade teacher at St. Rose of Lima Elementary School, Chicago, fired her listeners with enthusiasm when she made her report at the teachers' meeting. The following are excerpts from Sister's encouraging experience:

"When these new ideas in arithmetic were first explained to us a few weeks ago, we thought they were very difficult. We could not vision the child's being able to grasp them. But repetition is truly the mother of learning. After being instructed two or three times, we understood more clearly. We could see the value of these ideas, and were willing to try them on the children.

"When we began this experiment we

had but thirteen school days ahead of us and the objective of covering all the processes dealing with fractions. My biggest problem was to motivate the class. How does one convince eighth graders of the necessity of beginning anew on fractions when most of them were proficient in them already? We used the psychology of feeding their ego. They were told they would be guinea pigs for St. Xavier College by experimenting on some ideas worked out by the professor of mathematics at the college. By the demonstration of a few problems the class was shown that what they would be learning would be of great value to them in high school algebra. Their response was very enthusiastic.

"We began by administering a diagnostic test in fractions. In tabulating the type of errors made on our test, we found that the majority of mistakes were in: (a) borrowing in subtraction; (b) multiplying by more than two whole, mixed, or proper fractions; (c) division.

"Sister Mary Ferrer was kind enough to supply some material which had been prepared two summers ago during a workshop. This provided each child with a booklet of nearly 50 pages of examples. For the next eleven days we worked hard.

"Without difficulty the group grasped the concepts of prime and composite factors, prime factors being those which can be divided only by themselves and 1, and composite factors being those having more than two factors. For example, 12 is a composite number since it can be divided by 1, 2, 6, 3, 4, and 12. It can be written in factored form as $12 = 2 \times 6 = 3 \times 4$, whereas 2 and 3 are primes (can be divided by themselves), and 6 and 4 are composite (6 has 1, 2, 3, and 6 as divisors and 4 has 1, 2, and 4 as divisors). The children also learned that division is the inverse operation of multiplication. A factor is a divisor and a product is a dividend. A fraction can be considered as an indicated division of one whole number by another whole number. The numerator is the dividend; the denominator is the divisor and the line between the numerator and the denominator indicates division.

$$\frac{6}{2} = 6 \div 2.$$

"With practice in factoring numbers, the group was able to master reducing to simplest form by removing or canceling the common factors, for example:

$$\frac{4}{10} = \frac{2 \times 2}{2 \times 5}; \quad \frac{15}{18} = \frac{3 \times 5}{3 \times 6};$$

$$\frac{7}{28} = \frac{7 \times 1}{7 \times 4}; \quad \frac{12}{24} = \frac{2 \times 6}{2 \times 6 \times 2}.$$

"Thence we proceeded to the division algorithm. This is the process used in changing an improper fraction to a mixed or whole number. It is a method of writing one number in terms of another. The division algorithm shows that the dividend equals the divisor times the quotient, plus the remainder, as

$$\frac{30}{9} = \frac{9 \times 3}{9} + \frac{3}{9} \text{ and}$$

$$\frac{19}{4} = \frac{4 \times 4}{4} + \frac{3}{4}.$$

The children seemed to enjoy using this method. Part of its popularity may have been due to the novelty of the work, but a good part was due to its usefulness.

"With the foundation in factoring we moved on to finding the least common denominator. Some had difficulty with this new method. The law of not changing the value but merely the form of a fraction by multiplying by 1 in some form, as

$$\frac{2}{2}, \frac{5}{5}, \frac{4}{4},$$

was of great assistance here, as for example:

$$\frac{1}{2} = \frac{1}{2 \times 1} = \frac{1 \times (7)}{2 \times 1 \times (7)} = \frac{7}{14};$$

$$\frac{1}{3} = \frac{1}{3 \times 1} = \frac{1 \times (4)}{3 \times 1 \times (4)} = \frac{4}{12};$$

$$\frac{5}{7} = \frac{5}{7 \times 1} = \frac{5 \times (2)}{7 \times 1 \times (2)} = \frac{10}{14};$$

$$\frac{5}{12} = \frac{5}{3 \times 4} = \frac{5 \times (1)}{3 \times 4 \times (1)} = \frac{5}{12};$$

$$\frac{17}{14} = \frac{14 \times 1}{14} + \frac{3}{14} = 1\frac{3}{14}.$$

"Multiplication of fractions proved no difficulty. We stressed the fact that we can cancel in a vertical as well as a crisscross manner.

"Division of fractions was taught as it is now being taught in the new Scott Foresman Series. Most of the children were quite thrilled and fascinated with the method. We learned that there was no way of dividing fractions directly, so we used the method of changing the divisor to 1. With a divisor of 1, the

quotient is equal to the dividend, as for example:

$$\frac{1}{1} = \frac{6}{6}.$$

We changed the divisor to one by multiplying it by its reciprocal. If the product of two numbers is 1, each number is the reciprocal or inverse of the other. The reciprocal of a fraction can be found by merely interchanging the numerals in the numerator and denominator of the original fraction, as:

$$\frac{2}{3} \times \frac{3}{2} = 1; \quad 1 + \frac{3}{4} = \frac{7}{4}$$

$$\frac{7}{4} \times \frac{4}{7} = 1; \quad \frac{5}{6} \times \frac{6}{5} = 1.$$

The reciprocal of a whole number can be written as 1 over the numeral representing the whole number, as:

$$8 \times \frac{1}{8} = 1; \quad 9 \times \frac{1}{9} = 1.$$

The following facts were stressed:

1. Every number except zero has a reciprocal.
2. The product of a fraction and its reciprocal is 1.
3. The dividend and the divisor can be multiplied (or divided) by the same number without changing the quotient.
4. The dividend is a product, the divisor and quotient are factors; the inverse operation of multiplying the factors will prove the answer.

Here are some examples that were used:

1.

$$\frac{1}{4} \div \frac{3}{5}$$

$$\frac{1}{4} \times \frac{5}{3} = \frac{5}{12}$$

$$\frac{3}{5} \times \frac{5}{3} = 1$$

2.

$$1\frac{1}{3} \div 2\frac{1}{4}$$

$$\frac{4}{3} \times \frac{4}{9} = \frac{16}{27}$$

$$\frac{9}{4} \times \frac{4}{9} = 1$$

3.

$$1\frac{1}{3} \div \frac{2}{3}$$

$$\frac{4}{3} \times \frac{3}{2} = \frac{2}{1}$$

$$\frac{2}{3} \times \frac{3}{2} = 1$$

4.

$$\frac{5}{11} \div 1\frac{4}{7}$$

$$\frac{5}{11} \times \frac{7}{11} = \frac{35}{121}$$

$$\frac{11}{7} \times \frac{7}{11} = 1$$

"Factoring eliminated the problem children frequently have in deciding whether an answer is in simplest form, as for example:

$$\frac{7}{9} \times \frac{8}{23} = \frac{56}{207}.$$

Children's Reactions

The children knew that this was in simplest form because the numerals used—7, 8, 8, and 23—had no factors common to the dividends and the divisors. Again, as in

$$\frac{4}{7} \times \frac{6}{29} = \frac{24}{203}$$

there are no common factors between the divisors and the dividends. They understood that reducing to simplest form was removing common factors.

After having completed the work, the class wrote down their reactions to the experiment. Here are a few listed just as the children responded to Sister Mary Donalda.

"I know more about fractions than if we did not have this experiment. I think it was a good idea."

"Although it is longer and takes a while to work, you can be positive you will get the right answer."

"I thought this new kind of arithmetic was much easier to work than the old way we learned it. In the new way you can hardly go wrong by factoring."

"I think the adding and subtracting could be done more easily the old way, but I enjoyed the multiplication and division the new way."

"The only part that is not very good is all the extra work it takes doing it the long way when the answer is the same as the short way."

"I liked it and it helped me very much. Now I know more than I did

before about fractions. My parents liked it and said it would be good if all schools had this kind of arithmetic."

"I think the work was easier. We learned to do it a longer but more reliable way. By doing it the short way, we often made mistakes. The way we learned it now, it is hard to make a mistake."

"I think the new way of doing arithmetic is better than the other way, because when you do it the long way you understand it better, and get more out of it. The old way is much shorter, but you do not know what you are doing. And I think if you would work it out the new way you would have a lot less wrong."

"I didn't like it too much. The old way is the best way. But I liked the addition, subtraction, and multiplication in the booklet."

"I'm very glad we had this, because I really learned something. This way taught me a lot about fractions. I didn't mind being used for a guinea pig. In fact, it was fun."

To a summary of her class' reactions, Sister Mary Donalda added her evaluation:

"They enjoyed the experiment, they understood fractions better, they felt they were less apt to make mistakes, but some complained of the long processes involved. Of course, it must be remembered that these people had learned the short way first. If they had never known the short way, the long way would not have bothered them."

"What are my reactions? I, too, enjoyed the experiment, and got a great deal out of it. I know a lot more about fractions today. The value of a program like this seems to me to be unmis-

takable in the middle grades when the child is just meeting fractions for the first time. Don't be afraid to experiment with it. It's not as difficult as it seems at first, and the upper grade teachers will be blessing you when they get your children."

For the college faculty, Sister Mary Donalda's findings helped to deepen a conviction reached as a result of previous research. This belief—that communication at all levels of curricula must foster teaching that is as full of meaning and as free of artificiality as possible—led to formation of the following recommendation:

Recommended: That elementary teachers be given worthwhile mathematics courses taught by mathematicians instead of purely methods courses taught by educators who cannot be specialists in all subjects.

My Daily Banquet with Christ

By Sr. Clement Marie, C.S.J.

Marymount College, Salina, Kans.

■ To instill within the hearts of the children a sincere love for Jesus in the Blessed Sacrament is one of the zealous endeavors of a teacher in a school of religion. At the suggestion of Rev. Emmett J. Coler, pastor of St. Bernard's Church, Ellsworth, Kans., this project proved to be an effective aid in motivating the hearts of the little ones in a school conducted by the Sisters of St. Joseph.

At the beginning of the session, the teachers explained the necessity of re-

ceiving Holy Communion frequently. In a discussion period, the children were impressed with the fact that, when in the state of grace, they were truly members of the Mystical Body of Christ; however, that bond with our Lord could be strengthened if they would have Christ visit them often. The project, herein described, was developed with that in mind.

For the background of the chalice receptacle, pictured, rose-colored press-board was used. Gold metallic paper was shaped to portray a three-dimensional chalice. The words, "My Daily Banquet with Christ" in gold letters were shown above the chalice to bring out the theme of the project. Papers, shaped as hosts, were provided in a container near the chart. In another project, a shoe box, covered with white paper, served as the main body of the miniature altar. White foam plastic provided the elevations in which were inserted six birthday candles. A holy picture, representing the Last Supper, was pasted on the front of the altar to present another phase of the instruction, that of the institution of the Eucharist.

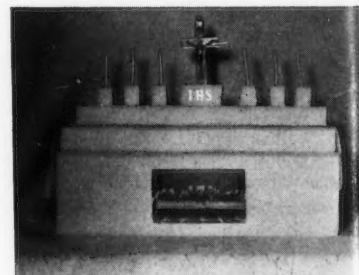
Either before or after Mass, one who had or would communicate wrote his

name on the paper shaped as a host and deposited it into the chalice. No checking was made of individuals but only that of the entire group; it was emphasized that no comment would be made whether they received or not—whether they deposited a paper or not. The aim was to inculcate a genuine love for Christ in the Blessed Sacrament without the evidence of human respect.

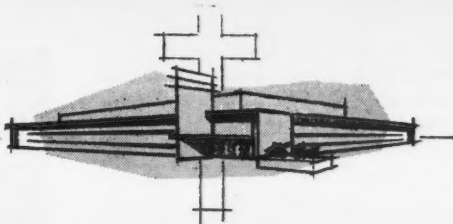
The project proved very successful. At the close of the classes in religion, which continued for two weeks, the number of Communions received and Masses attended were written in gold letters on the altar cloth of the miniature altar.



The author poses with the three-dimensional chalice poster.



A miniature altar is made from a shoebox and pieces of foam plastic.



What's New in Biology Courses?



Students at Mt. Carmel high school, Houston, Tex., study the cellular composition of blood under the supervision of Rev. Donald Chigar, O.Carm.

**Scholars and teachers co-operated in developing
new curricula for high school biology**

By Sister Julia Marie, O.S.F.

Dept. of Biology, Holy Family College, Manitowoc, Wis.

■ When experts in scholarly research join forces with subject matter teachers, good things begin to happen—in this case to the high school biology curriculum. The education committee of the American Institute of Biological Sciences, not to be outdone by the advances in the teaching of physics, chemistry, and mathematics, organized in January, 1959, the Biological Sciences Curriculum Study to revitalize the teaching of biology. The BSCS under the direction of Dr. Arnold B. Grobman has brought together research biologists, who know the frontiers of knowledge best, and good high school teachers, who know the student best, to plan a new biology curriculum.¹

Need for Change

Because biology possesses great intrinsic interest and because present-day

biology texts are full of information, beautifully illustrated, and currently revised, it may come as a surprise to some teachers and administrators that the curriculum of the life sciences needed revision. While current programs seem to "have everything," that characteristic may be their precise weakness. They tend to force-feed the students too many facts using *too many terms* in too authoritarian and pedantic a manner. A BSCS survey showed that the biology student must learn a vocabulary exceeding that of his fellow student studying French or German. Unifying concepts are lost in an effort to master jargon and absorb a multitude of isolated, undigested facts. Impressed with the dazzling array of *facts* thrust upon him the student often is tempted to offer incense before the sacred cow of science little realizing that scientific knowledge is subject to human fallibility. Laboratory work under present programs is also unsatisfactory as it often suffers

from cook-book, label-the-diagram procedures with little or no reference to living things as they occur in nature.

Another weakness of the traditional biology courses is a lack of up-to-date knowledge. At present it takes five to ten years for the latest discoveries of the research worker to seep down to the classroom teacher. This deficiency, however, is not the fault of the high school faculty member, the education faculty members, or the state and urban education department staffs that have devised curricula in the past; Dr. Grobman feels that it is the responsibility of the scholars in the field who, he says, are now co-operating as they should have been doing all along. This co-operation by research workers is the unique aspect of the BSCS curricula. The professional biologist is bringing to the curricula an exhaustive store of modern knowledge, overview, and perspective that is available nowhere else in our society. The teacher is urged to go beyond the teaching of known facts in trying to prepare the students to *judge and absorb new knowledge throughout his life*, to realize that knowledge is not static, and that we are learning constantly.

¹Current information on BSCS activities is available in the quarterly *BSCS Newsletter* obtained free on request from: Director, BSCS, University of Colorado, Boulder, Colo.

Teachers from public and private schools meet weekly to discuss and evaluate the new biology program. Father Donald Chigar, O.Carm., of Mount Carmel high school, is pictured with public school teachers from Houston, Tex. This is one of 15 centers in the nation participating in the experiment.



Importance of Biology Today

The BSCS feels that the great importance of biological education today also warrants a modernization of the curriculum. In this age of science, today's student, as an adult citizen of tomorrow, will be called upon to make public decisions based on such questions as population control, public health, radioactive fallout, food additives, and fluoridation.

A further consideration prompting revision is that biology is the only academic contact with science for the great majority of high school students. Most of them never go on to college and only about 35 per cent of all high school students study chemistry, and 25 per cent, physics. While curricular studies in these last named disciplines are attempting to correct this lag, the biology course remains the only opportunity the student has to understand the nature of science. It is important, therefore, that this course be the best that research workers and high school teachers can offer. While the BSCS is planned to extend to all levels of education, it is centering its first effort on what it regards as the pivotal level—the mass audience of the 75 per cent of all high school students (usually 10th graders) who study biology (1,500,000 youngsters annually).

Objectives of the BSCS

The Curriculum Study points out that, in general, currently available books and courses in biology do not sufficiently represent the important objectives of teaching biology. An adequate curriculum, the BSCS feels,

should be built so that subject content, laboratory procedures, and teaching techniques all are planned in the best interests of the objectives outlined below.

The biology course should provide the student with:

AN UNDERSTANDING OF:

—his own place in the scheme of nature; namely that he is a living organism and has much in common with all living organisms.

—the diversity of life and of the interrelations of all creatures.

—what man presently knows and believes regarding basic biological problems of evolution, development, and inheritance.

—the biological basis of many of the problems and procedures in medicine, public health, agriculture, and conservation.

—the historical development of examples of some of the concepts of biology to show that these are dependent on the contemporary techniques, technology, and the nature of society.

AN APPRECIATION OF:

—the beauty, drama, and tragedy of the living world.²

Planning the Revolution

After 18 months of background preparation and committee organization under Dr. H. Bentley Glass of Johns Hopkins University, the BSCS organized a Writing Conference in Boulder, Colorado. This Conference, aided by funds from the National

Science Foundation, brought to the University of Colorado 69 selected personnel, consisting chiefly of high school biology teachers and research biologists from all parts of the country together with educators, psychologists, editors, and artists, to create a modern biology course.

Important among preparations for this gathering was the exhaustive historical study of high school biology education in the United States made by Dr. Paul DeH. Hurd of Stanford University. Dr. Hurd's report enabled the group to evaluate past educational experiments. His summary of the problems, issues, and trends in the teaching of secondary school biology will be published by the BSCS this winter.

The outcome of the Writing Conference was the preparation of three sample curricula, complete with text, laboratory manual, and teacher's guide, for pilot testing during this current school year. The group at Boulder divided into three sections to produce the three biology courses rather than just one because they wished to experiment on what is the best general approach at the high school level, and because they wished to learn how different students—the average, the slow, and the gifted—can best be taught. The individual chapters of each of the texts were written by a team made up of a university biologist and a high school teacher. As the chapters were written the teams circulated them for critical review by other members of the Writing Conference. A group of twenty Boulder High School students was available to try out the

²Statement of the objectives of the BSCS by Dr. John A. Moore of Columbia University in the May, 1960, *BSCS Newsletter*, p. 2.

material and new laboratory experiences as they were prepared.

All three versions have a unifying central theme. The Blue Version (identified by the book jackets), supervised by Dr. Ingrith Deyrup of Barnard College, uses the approach of physiology and biochemistry; the Green Version, under the supervision of Dr. Marston Bates of the University of Michigan, centers around ecology stressing the interrelatedness of organisms and their environment; the Yellow Version, under Dr. John Moore of Columbia University, uses a developmental and genetic approach.³

Laboratory Blocks

The Writing Conference seemed especially concerned about laboratory work. Besides preparing the manuals, under the direction of Dr. Bentley Glass, to accompany each text, the Conference formed a committee on Laboratory Innovations under Dr. Addison E. Lee of the University of Texas to experiment with a new approach through the use of laboratory blocks. A block consists of a six-weeks program giving the student experience in depth in some one area. All the activity—laboratory work, reading, discussion, and field work—during that time centers around a major biological topic. If the teacher so desires, a given block—e.g. Microbes: Their Growth, Nutrition, and Interaction—may be substituted for a corresponding unit in a Blue, Green, or Yellow Version. Four of the 12 planned laboratory blocks are already completed.

Gifted Student Program

A special project of the BSCS is the preparation of materials to assist teachers in working with gifted students. Instead of giving the science-prone student more of the same level work, sending him to the library, or having him wash laboratory glassware, Dr. Paul Brandwein, educational consultant for Harcourt, Brace, and Co., and his committee are planning to have the talented student do real research. Research biologists from all over the country have been invited to submit brief outlines of suitable research projects involving a problem for which the solutions are not yet available in the literature. From the 500 submitted prospectuses, 150 have been selected for publication in 1961.

³ When completed (during winter or early spring) the texts and laboratory manuals will be available at cost to interested persons. The *BSCS Newsletter* will carry information in this regard.

The outlines will contain pertinent references and the name and address of the author with whom the student may communicate for further guidance in his investigation. If this program is successful, the committee hopes to edit the submitted returns of the high school researchers and offer them to appropriate journals for possible publication. The Gifted Student Committee also is preparing a book offering suggestions to teachers and administrators in dealing with gifted students.⁴

Implementing the Reform

In preparing to pilot BSCS material, teachers from representative schools—public and parochial, large and small, rural and urban—throughout the nation met at Boulder for a six-day briefing session on the goals of the program and the biological concepts included in the three versions. Fourteen thousand students in 15 test centers and 12 independent schools are now using the first units of one of the three programs. Teachers from six to eight nearby schools make up each test center with one of the teachers serving as center leader. Each center is advised on course content by a college or university research biologist who acts as consultant. The consultants and center leader as well as the 12 independent test teachers are well informed on the BSCS program through their participation in the Conference activities at Boulder throughout the summer.

Evaluation of the program is obtained by having the teachers from each center meet with their leader and consultant each week to discuss experiences with the program and report to the BSCS headquarters. Further feedback is provided by visits of BSCS staff members to the testing centers and by tests administered periodically to all students using BSCS materials. With information thus gathered, BSCS materials will be revised in 1961 at a Second Writing Conference, tested on a broader scale in the following school year, and finally revised in the summer of 1962.

Teacher Preparation

The BSCS has also turned its attention to the problem of inservice training of busy high school teachers who, through no fault of their own, lack some of the factual information and laboratory experiences and techniques that would make them more effective

⁴ When this book and the research projects are available, information on ordering procedure will be given in the *BSCS Newsletter*.

teachers. To supply this need, summer and academic-year institutes to study the BSCS courses are being organized. A series of monthly review pamphlets, well illustrated and well documented, is being planned to be offered on a subscription basis. Since each pamphlet will be devoted to a single topic of the life sciences, the high school teacher will be enabled to build up a changing, up-to-date library that will give him depth in the various facets of his subject. Production of a series of films for teacher information on various laboratory techniques such as drosophila handling, bacterial culture transfer, and removal of frog pituitary, is already underway.

Foreign Interest in BSCS

Because of inquiries regarding the BSCS activities from educators in Latin America, the Middle East, and India in particular, a committee on Foreign Utilization has been set up with James Dickson of the University of Wisconsin as chairman. Two biologists from Columbia and Chile participated in the BSCS steering committee meeting in January, 1960. They intend to arrange for a series of meetings in their countries to discuss revitalization of their biology courses. Plans are already made to modify BSCS texts and manuals and translate them into Spanish for use in several South American testing centers.

Significance of the BSCS

In the education column of the *New York Times* Fred Hechinger had this to say of the Biological Sciences Curriculum Study:

"Aside from its significance for the teaching of biology, the study highlights a new trend of school reform in America; it removes the barriers of isolationism among different levels, and perhaps more important, among teachers, professors, and researchers. At the same time it aims at planning the curriculum, not as a series of one-year blocks but as a body of knowledge. And it looks on the student's progress, not as a process of registration in separate courses but as a mountain path toward greater understanding for all and toward a summit for some."⁵

Dr. Grobman recently expressed the hope that the BSCS programs will make intellectual culture as respected in America as is physical culture.

⁵ The *New York Times*, p. E 11, Sept. 25, 1960

College Opportunities in Military Service

By Thomas L. Shaffer

Vetville, Notre Dame, Ind.

■ Education under the Korean G.I. Bill stopped being a fringe benefit of military service on January 31, 1955. Within about three or four years the last of the G.I. Bill students will graduate. There are those who have been or are being educated under the Bill who will regret seeing its influence pass. Some will criticize its termination as unwise economic policy and point to the fact that a college graduate makes, on the average, \$100,000 more in a lifetime than a high school graduate—well more than enough to make up for government educational grants in additional income taxes. Whatever the misgivings, a massive program, one which has revolutionized college life in the past 15 years, will end and veterans who have entered military life since 1955 will go to college, if at all, at their own expense.



— USAFI photo

Studying in the barracks.

However, all servicemen are still able to make military life count—and count heavily—on a college education. In most cases a serviceman should be able to accomplish about two years of higher education, not when he leaves the service, but while he is in it. If he takes advantage of existing off-duty education programs he can amass a good half of a college education almost entirely at government expense.

The military provides an elaborate system of high school and college classes, reaching to every sort of military assignment, any place in the world, and covering more subjects than even the largest university offers. The most extensive program in terms of students and subjects is the correspondence course system conducted through the United States Armed Forces Institute in Madison, Wis. USAFI offers high school, college, and trade school subjects. Subject matter covers all courses a service man would need to complete a high school diploma or cover roughly the first two years of a basic liberal arts program, along with specialized technical courses in business and the trades. Those courses are supplemented by programs conducted through about 50 co-operating colleges—Catholic colleges (Loyola of Chicago for instance) among them. Co-operating colleges' courses are taught directly from the civilian campuses and cover virtually all subjects except laboratory science.

USAFI college correspondence courses are easily among the finest in their field. Most colleges give full credit for them, although the number of hours of correspondence work that a student can transfer is often limited. Standard college textbooks are used—and provided free. College instructors grade exhaustive written assignments and each course ends with a supervised examination. Correspondence work has the advantage of being open to any service-

man—from isolated airmen at the North Pole to sailors at giant domestic naval bases. Where enough interest is shown, USAFI organizes its students into groups and provides instructors.

Opportunities don't end with correspondence courses. Any sizable military installation offers regular night school college courses from nearby institutions. These are normal classroom courses, taught by regular professors according to standard procedure. In some areas the colleges make a concession to military mobility by mush-rooming semesters into six weeks. All of the accelerated programs with which I am familiar feature full college credit. The night school program is conducted both in the U. S. and overseas by U. S. and foreign colleges. Ambitious servicemen who have taken part-time college work in European universities look back upon it as an enriching experience. It is an adventure for which civilian college students spend small fortunes.

These are the main programs offered on a part-time basis. Many servicemen will also find that they can claim college credit for technical courses they have taken as part of their military duties. Such things as electronics, mathematics, languages, and military justice quite often carry college credit. Basic military training counts at most colleges for military science and physical education credits. To assist servicemen in which programs are useful on a credit basis in civilian colleges, military posts feature detailed rating catalogues in their education offices.

Costs of the program make it doubly attractive. Servicemen should remember that, while in the service, room and board, clothing and recreation are more or less provided. These items would be major cost factors on a college campus. The government pays three quarters of the tuition cost of night courses and all of the cost of USAFI correspondence courses. The student pays a fourth of the tuition for night school and buys his own textbook. In practice, this means that a serviceman can take a three-hour college course for about \$15, including the cost of the text.

There are probably exceptions, but I found, in a four-year Air Force stint, that most military organizations are co-operative in arranging work shifts to make room for class schedules. I've known airmen who completed work on pre-medical baccalaureate degrees attending classes during the day and working night shifts for the military.

One Air Force sergeant entered the service shortly after emigration from East Germany. He had learned English and American customs and background in the service programs, along with enough science to get him admitted to a highly technical program in advanced physics.

Military leaders encourage men to make full use of their programs. It is to the services' advantage—and to any employer's—to maintain the highest possible degree of education in its employees. Servicemen eager to make their college years pay off in further formal education will find the professional mili-

tary literally eager to help. The military educational programs have the further advantage of keeping the serviceman keen scholastically. Abandonment of post-military educational plans is vastly less likely if the serviceman keeps academically alert while in service.

It is startling—and a little saddening—that only a fraction of servicemen take advantage of the opportunity they have for inexpensive higher education. Military service seems to be an institution that is here to stay. Rather than complain about it, the wise policy for draft-eligible young men is to plumb the opportunities of service

life and take the fullest possible advantage of them.

Also with the U. S. to stay is the fact that useful, profitable employment is largely a matter of sufficient formal education. It is perfectly possible for the average serviceman to complete one year of college work for every two years he spends in service. Many men do more than that. In dollars alone this represents a savings of about \$1,500 the college year—\$3,000 for a four-year military enlistment. In time it means that the serviceman has done what few men are able to do—he has added two years to his life.



The author checks with the staff of the *Standard*, the newspaper of Notre Dame Academy, Philadelphia.

Newswriting in the High School

By Sister Patricia Ann, S.N.D.
Notre Dame Academy, Philadelphia 3, Pa.

■ Extracurricular activities have a definite contribution to make in the development of a high school student. Newswriting is no exception. Of necessity, the pupil who elects newswriting as a supplement to his scholastic interests must have sufficient knowledge of English grammar, punctuation, usage, and spelling as well as a good vocabulary at his command. With the help of these tools, the would-be newspaper reporter is equipped to learn the tricks of the trade.

Develops Observation

Besides bringing out the latent literary talents a high school student may possess, writing for the school newspaper can plant seeds which, when properly cultivated, will have a decided influence on personality. The "seed" of human interest is one that can be nourished effectively in the field of journalism. A prospective writer will become more observant of the people around him, and as a result, more sensitive to their demands. An eye for detail will spring up which will be evident in the journalist's conversation as well as in his writing. He will become word-conscious and his art of storytelling will be enhanced by the development of a lively imagination. *Action* words and *picture* words will be employed purposefully.

Develops Exactness

Because of the necessity of "getting the facts," a high rate of accuracy and exactness will be developed in the high school newshawk. The conciseness and clarity of expression demanded of a reporter will do much to cultivate the habit of thinking *before* speaking or writing. Practice in writing editorials will provide opportunities for intelligent analysis and self-expression in world, civic, and social events.

Develops Understanding

Not only will the novice newswriter become fluent in language, but will also become conversant in topics of interest to others. Thus, he will be able to enjoy intelligent conversation with persons who can contribute to his own cultural development.

However important these assets may be to the individual, more important are the social benefits to be gained and the character qualities to be strengthened by learning how to live and work harmoniously with others. Co-operation, teamwork, the ability to get along with others and to take orders from them, patience, perseverance, criticism—constructive and otherwise—are characteristics which will blossom and grow.

Counseling: prescription for yesterday's ills

Sister Jeanne Francis, S.P.

St. Joseph's School, Indianapolis, Ind.

■ Counseling deals with human factors. The counselor needs to have extensive information, depth of insight, desirable personality traits, and a sound philosophy of life. Her place in the school is better defined today than ever before. Even now however, there is much controversy about this new development in the field of education. Much has been written and more said about the role of the counselor in terms of what she does by herself, with her clients, and with her school colleagues.

Considering counseling as a prescription for the errors that youth made yesterday, an analogy can be made between the counselor and her place in the school and a doctor as head of a clinic. The doctor will not try to take care of everything himself. He will have many assistants, and they will have various responsibilities in different phases of the work of the clinic. So too, the counselor will not work alone. She will have to look to every member of the faculty for varying degrees of help, besides having assistants with specific assignments. Among these are the home-room teachers, self-appraisal and career teachers, various club advisers, and faculty sponsors of co-curricular activities. In order to have a definite arrangement in her counseling department, the counselor must set up a guidance program.

Organize Your Clinic

This program goes beyond incidental guidance: it presupposes a plan. In this guidance clinic there must be an all-over plan for the sake of efficiency and a detailed plan for individual activity within the whole. It is a truism that "everybody's job is nobody's job." Definite spheres of work must be set up so each helper will have a specific field. In order to arrange these spheres it is necessary to arrive at a definition of guidance in general. It is a form of

systematic assistance to young people in the selection and interpretation of their experiences. This assistance has three objectives: first, to aid them in forming a philosophy of life; second, to guide them in attaining spiritual maturity free from compulsion; and third, to direct them toward self-guidance, which is the goal of counseling.

Heading toward this goal, the counselor lays the basic plan of operation. If the counselor is a full-time worker, she must also make provision in her plans for part-time assistants. They will work within the framework of the classroom activities or co-curricular activities of which they are the faculty sponsors. Great latitude will be given in permitting the student to select one of these assistant counselors as his guide if he so desires. What sort of help will the counselee seek?

Counselors Must Inspire Confidence

From the dawn of reason, every individual has pondered the problems of security in his daily activity and the meaning of life in relation to his specific occupation. During the important period of his high school years, the student is brought face to face with these problems in a more forceful manner. His need for seeking competent advice is greatly increased. Several things can happen. Either he will confide in the counselor or one of her assistants in whom he thereby places great trust, or he will become secretive and carry the mental burden of doubt and indecision until it is too late to avoid disaster, or worse still, he will seek guidance from vicious, uninformed, or unreliable sources. Here the pendulum swings far to the other side, and we have another victim of yesterday's errors. The position of the counselor is a delicate one, and she needs to win over the students, so they will want to come to her for help and advice.

One of the finest things any counselor can do for a student is to aid him in attaining a sense of security which is nothing else but a sense of self-acceptance. By means of the many types of tests available to counselors, she will be enabled to understand better the strengths and weaknesses of the individual student. This is only a beginning however, because her main objective is to make the student accept himself with his own strengths and weaknesses and thus attain a sense of security. If she achieves this goal, the student will be able to recognize his skills, his talents, his special competences for what they are without suffering emotional pangs because he differs from another or because of his limitations. His inability to think as well, or even to talk as well, as some of his acquaintances gives him no sense of inferiority if he has attained this most desirable sense of security.

In this pharmaceutical analogy in regard to counseling, there is also a sense of direction in life which is so very necessary for any measure of success, and the lack of which causes so many disasters. Want of ambition is in reality an evidence of imperfect understanding. Some students fail in scholastic achievement, not so much from lack of ability as from failure to comprehend the reason for the subject that is giving them trouble. "What good is algebra?" he will query, or "Who has any use for Latin?" The obvious answer may be the least satisfying for this student, and the counselor will have to draw on her wider experience to be convincing. She will have to help him work out a plan which would give him a sense of direction. Basic to this is personal determination and self-confidence. The student must know where he is going and then get courage and persistence to follow through.

Students Must Decide

Another type of difficulty which the counselor will have to handle is that of indecision, exemplified in the student who doesn't know what he wants to do. He moves in an atmosphere of indecision, or he may be said to be always retreating from decision. In many instances he is reaching for the right thing to do and would be willing to do it, if he were perfectly certain about it. He isn't, however, and there is the problem. Inability or unwillingness to make a decision may be the result of a lack of confidence in his judgment. He is afraid to take risks.

The counselor who has developed a sensitivity of understanding can guide in a case of this sort, but she must be careful to make the student learn to make his own decisions. She must retain an attitude of objectivity. Otherwise, she might go too far and create a greater problem by making his decision for the student.

Counseling Is a Privilege

The duties of the counselor can be very rewarding. True, she may not always be able to see how much her efforts have achieved. Still, just as the doctor sees his patient grow stronger day by day under his ministrations and is grateful for the privilege of serving another; so the counselor has an awareness of this same goodness and privilege, and such knowledge fills her with gratitude.

Man's needs have never changed in this changing world. They are still the needs of success, affection, security, and status. The satisfaction of these needs brings with it a sense of well-being. On

the other hand, when these needs are not satisfied, the individual experiences frustration, and tensions are set up within him. Here is where the counselor can be of greatest help. A sense of security, a true philosophy of life based on spiritual values, and an ability to

make one's own decisions are the greatest possible assets in facing the problems of today. Through her guidance of boys and girls to self-guidance in handling today's problems, the counselor can give an effective prescription for yesterday's errors.



— G. C. Harmon

Time Lines for Chronology in History

By Sister M. Peter, D.C.

St. Joseph High School, New Orleans 16, La.

■ To establish a *sense of time* and a *sense of place* is basic to the understanding of history. People of the past, as people of today, cannot be isolated from the time and the place—essential environmental factors—in which they live. Without a knowledge of these elements, in addition to that of human nature, it is impossible to interpret men's actions. By chronology and geography, method and principle back understanding of the biography of mankind. The object of these two sciences, according to Newman, is the same as that of grammar and mathematics, *viz.*, to give the student "... a conception of development and arrangement from and around a common centre. Hence it is that chronology and geography are so necessary for him, when he reads history, which is otherwise little better than a storybook."¹

Geographical backgrounds, consistently emphasized by the history teacher, fix the place factor. Map work must precede and accompany each topic under study. Globes, maps on walls and in texts, desk atlases, and student-worked outline and freehand maps help fulfill this need in the history class.

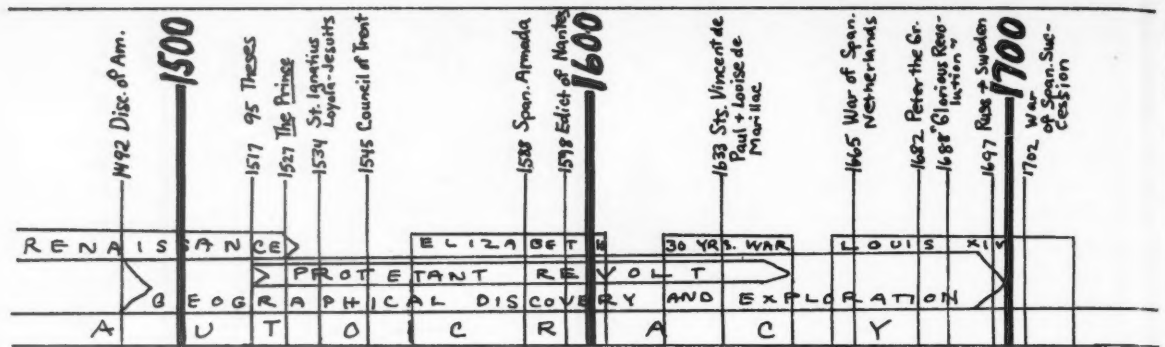
Time sense, however, is a little more difficult to establish

in the minds of the young. How many of us have not been dismayed at the discovery that Susan is still under the impression that Moses and our Lord, George Washington and Columbus, all lived at about the same time!

With my history classes I have used student-made time lines² to help concrete chronology. For the same reason I have also used the time line, or chronometer, in teaching literature and Bible and Church history. Mathematically proportioned "centuries" on long strips of paper show cause-effect trends and country-person-event relationships. References to events in the years "B.C." and "A.D." and to "fourth and fifteenth centuries" for the 300's and 1400's, old stumbling blocks for youth prone to think in the concrete, are more clearly understood when "seeing" them on the time line. Likewise clarified are both terms of such propositions as "During the ninth century Europe was prepared for a second lapse in civilization and feudalistic changes in government" or "Power politics became the common course for European leaders in the seventeenth century." The focus of attention to historical events placed in their proper time settings, *i.e.*,

¹John Henry Cardinal Newman, *The Idea of a University*, Longmans, Green and Company, 1947, author's preface, p. 36.

²Adapted from William L. Neff and Mabel G. Planer, *World History for a Better World*, Bruce Publishing Company, 1958, pp. 15, 59, 311, and 556-557.



amid factors which frequently qualified their nature—and not the memorization of dates—is the object of time lines. They help the student *see* time.

Steps in Making the Time Line

Simplicity in construction and materials—notebook paper, colored pencils, paste—permits practical classroom procedure for students while making their own time lines. Each step outlined below can be begun at the beginning or end of a regular class period, with students completing the process as part of their assignment. Once students understand how to go about adding material to their time lines, significant events with their dates can be assigned at the beginning of a unit and simply reviewed during class lessons.

Step 1

Tear notebook paper lengthwise; connect two halves by pasting top margin of one half beneath bottom end of the other. Add as many other half sheets as necessary to complete desired length.

As paper lengthens, it is easily managed by students if they allow the ends to fall naturally off their desks and onto the aisle floor. The "time line" can be slid back and forth horizontally across the desk top during use. When not in use it can be kept folded with a paper clip or in a business-length envelope in notebook or textbook.

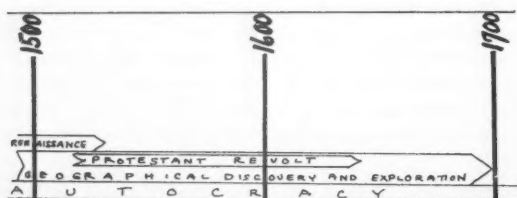
Step 2

Indicate centuries or decades (according to scale chosen) by marking on blue lines at 20-space intervals a heavy vertical black line and large figures: 1500, 1600, etc.

N.B. Scale depends upon amount of detailed work history class entails. For more detailed periods of history, e.g., pre-World War I to present or general American history, a wider scale must be adopted to avoid crowding. Suggested for this is the scale: 20 spaces equals 10 years, with decades marked instead of centuries.

Step 3

Show trends or periods by one-inch or one-half-inch arrows at bottom of time line.



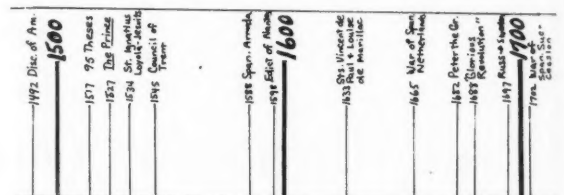
Step 4

When more than one country is involved, as in world history, special colors for each country may be chosen and a color key drawn on the back or end.

Suggested key: Britain, red; France, green; Germany-Austria, blue; Italy, purple; Spain, orange; Russia, brown; Oriental countries, black; Catholic Church, yellow; Mohammedanism, black.

Step 5

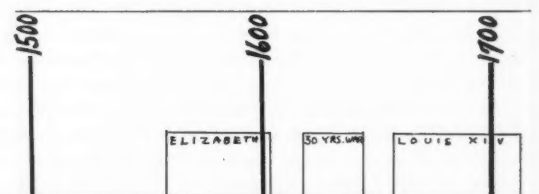
Historical events may be recorded by drawing vertical lines half way up in color for country concerned.



Step 6

Historical events which lasted several years can be shown by a table-shaped line, one third of the way up in height.

Students should be encouraged to add sketches and additional notes on their own, for the time line is primarily a study aid.



In order to keep time lines as short as possible, lengths corresponding to general historical divisions (ancient, prehistoric-8000 B.C. to 0; ancient, A.D. 0 to 500; medieval, 500 to 1500; and modern, 1500 to 2000—or for American history, colonial, 1500 to 1700 and national, 1700 to 1960) may be used.

To review years work all divisions should be pasted as a composite and spread on the floor, above the blackboard, or slid back and forth over desk top for study. Seeing the whole, the complete sequence of history, students begin to develop a sense for time.

Love Resolves Any Conflict Between Idealism—Realism

By Sister M. Alphonsine, O.S.U.
Ursuline College, Louisville 6, Ky.

■ A teacher has to be an idealist and a realist: an idealist in setting as his goal and that of others no less than the attainment of the Beatific Vision; a realist in recognizing the fact of original sin and its consequences.

Love Sustains the Teacher

A determination to reach this Supreme Goal, the Beatific Vision, and lead others to it implies a love of Truth proportionate to the participation in the Beatific Vision ordained by God for each person. This love is a compelling force, as only love can be. Drawn to the center of all reality by this love, the teacher lives only to be true himself and to lead all others to be the selves that God intends them to be. This is *to restore all things in Christ*, to re-order all creatures according to God's preordination before creation was an accomplishment and time began to be.

The teacher thus imbued with the love of Truth must pursue it so ardently and acquire it so fully and love it so fiercely that others are led by the flame of his fervor to a like fire and a like light. In other words, his words and deeds, his life, must cause others to walk the right road to the right goal; they must cause the students to know their ordered place and that of all other creatures in God's plan. Once this knowledge, a participation in Divine Wisdom, becomes the vivifying force for teacher and students, not only is heaven awaiting in eternity, but all the way thereto is heaven. That is the vision he has of teaching as the art surpassing all other arts, as the work of "creation" most like that first Breath of the Spirit across nothingness, as the life which lives in proportion as it gives. This and nothing less is the weight of Love drawing a teacher to give of himself to others. This ideal, this vision, this weight, this Love is for the dedicated teacher its own compensation.

Original Sin Creates the Problems

As a realist, the teacher not only knows the fact of original sin, but has come to reckon with its flesh-and-blood consequences. He knows that the effects of original sin become realities when his students not only have problems but *are* problems. He knows that each particular difficulty is precisely a disorder that has come because of sin. He knows students may lack the fundamental virtues and attitudes toward teachers, toward study, toward school in general, which make for an ideal situation. *But* in proportion as the teacher loves the *Ideal* is he compelled to bring the *Real* that is before him into harmony with it. The greater the disorder, the greater will be the pain both to student and to teacher when the latter works to restore order. It is precisely at this point that the idealist is most realist, and the realist is most idealist: the weight of his love forces him to strive for its reality in the lives of others in direct proportion to the lack he sees. He is the physician healing the sick—and we are all sick in this mighty weary world since sin negated truth.

We Follow the Teacher of Teachers

And when students are disordered in their thinking and their choosing so that they fail in zeal for truth and love, and this failure becomes a here-and-now lack of response to truths proposed, lack of gratitude for efforts expended, lack of zest to reach the goal, then the teacher recalls another Teacher. He recalls a Teacher who came to cast fire upon earth, to bear witness to truth, a Teacher who came because of Love, a Teacher who is Way and Truth and Life. And in the remembering of that Teacher, the teacher becomes once more a realist and an idealist, dedicated to the love of truth in his own life and in the lives of his students.

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FRANCISCAN SISTER LIBRARIANS DISCUSS FAMILY LIVING

The ninth annual meeting of the Franciscan Sisters Educational Conference was held at Our Lady of the Angels Motherhouse at Wheaton, Ill., during the Thanksgiving holidays. Several hundred Sister delegates from the Middle West and Eastern states assembled to hear and discuss "Franciscan Idealism and Family Living."

The two-day conference was opened with a High Mass celebrated by Very Rev. Pius J. Barth, O.F.M., Ph.D., president of the Franciscan Educational Conference, under whose auspices the convention was held. Father Pius brought to the conference the special blessing of His Holiness, Pope John XXIII, with whom he had a private audience ten days ago. The Holy Father stressed the importance of the family, not only in our own country, but also he pointed out that it would be the family that would carry on the Faith in countries where the Church is silenced. His Holiness also lauded the American parochial school system.

Father Pius Barth presided and introduced the first speaker, Rev. Colman Majchrzak, O.F.M., Ph.D., who spoke on "The Philosophy of the Family in the Teaching of St. Bonaventure."

The next two speakers outlined courses on "Education for Family Living." Sister M. Euthelia, O.S.F., St. Francis College, Joliet, Ill., presented a method of teaching the subject on the college level. Sister M. Jeanne, O.S.F., St. Francis Academy, Joliet, Ill., outlined a course for family living as taught on the high school level.

"Health Care in the Family" was presented by Sister M. Josella, O.S.F., Bishop Luers High School, Fort Wayne, Ind. and Sister M. Julitta, O.S.F., St. Alexis Hospital, Cleveland, Ohio, spoke on "Health Care for the Family."

Sister M. Jeanne, O.S.F., St. Michael's Hospital, Milwaukee, Wis., presented a paper on "The Family Clinic, A Practical Application of Franciscanism." She showed how St. Michael's Hospital Clinic has offered preventive and corrective moral, medical, and social services to individuals and families.

Very Rev. Damian Zimmerman, O.F.M.-Conv., S.T.L., of Assumption Seminary, Chaska, Minn., presented a paper on "Franciscan Moderation and Family Life." He pointed out that St. Francis' humility can teach the Christian family its proper relation to God and neighbor.

In a paper prepared for delivery at the afternoon session, Rev. Carrol Tageson, O.F.M., Ph.D., president of Old Mission College, San Luis Rey, Calif., outlined "Psychological Techniques for Communication in the Family."

"The Family and Its Aging Members," was discussed at an evening session. Sister M. Brigh, O.S.F., administrator of St. Mary's Hospital, Rochester, Minn., pointed out that "as Franciscans we have a special mandate from our Seraphic Father to care for the aged." Following the presentation of Sister M. Brigh's paper, Sister M. Eymard, O.S.F., member of the Governor's Commission on the Aging, Rochester, Minn., discussed how the aged can remain family centered. She described three serv-



Officers of Sisters' Section, Franciscan Librarians. Left to right: Rev. Donald Wiest, O.F.M.Cap., Marathon, Wis., chairman, library section, F.E.C.; Sister M. Jeannette, O.S.F., Stevens Point, Wis., secretary-treasurer; Sister M. Josepha, O.S.F., Holy Family College, Manitowoc, Wis., who presided at the meeting; Sister M. Petronia, O.S.F.Fel., Downers Grove, Ill.; Sister M. Cecillianne, O.S.F., Immaculata College, Chicago, Ill., vice chairman of the meeting; Rev. Donald Bilinski, O.F.M., Lake Geneva, Wis., secretary-treasurer of the library section of the Franciscan Educational Conference.

ices which are available to the aged of her area. "The ideal living arrangement for an older person is in his own home, where he remains a contributing member of his family and of the community. Many older persons continue to live independently and to care for themselves through the services of a Home Care Program."

A sectional meeting of Franciscan librarians was also held during the conference. Sister M. Josepha, O.S.F., Holy Family College, Manitowoc, Wis., presided. Sister M. Rosamond, O.S.F., of the same college, discussed St. Francis' program in its implications for the Christian family. She showed how three basic ideals, penance, poverty, and peace, may be considered as a "blueprint for living the life of the Gospels in a modern world." The following were elected officers for the Sister Librarians group: Sister M. Cecillianne, O.S.F., of Immaculata College, Chicago, was elected vice-chairman of the section, and Sister Jeannette, O.S.F., of Stevens Point, Wis., was chosen secretary-treasurer.

The second day of the Conference opened with a high Mass offered by Very Rev. Juniper Cummings, O.F.M.Conv., S.T.D., vice-president of the Conference. In his sermon he urged the delegates to promote active participation in the liturgy as a family exercise. "The family that sings together," he said, "clings together."

Sister M. Adolphine, C.S.S.R., of Chicago, Ill., spoke about "Obedience, Authority, and Modern Family Councils, in the Home." She mentioned that parents today are concerned about so many things in so many ways that they practically neglect the two basic principles of family life—living in the presence of God, and doing all for love of God.

"Home-School Relationships and Franciscan Ideals" were explained by Sister M. Jeanne D'Arc, O.S.F., of St. Agnes School, Milwaukee, Wis. Her paper was discussed by Sister M. Jeanine, O.S.F., of St. Francis

Convent, Milwaukee, Wis., who submitted for consideration the ideal pattern of relation between home and school. She urged the teacher to present the true image of the follower of St. Francis, to foster Christian social values, and to encourage the realization of vocation.

Sister M. Francis Clare, S.S.M., of St. Mary's Hospital, St. Louis, Mo., spoke on "Expectant Parents Classes." She outlined the program and the content of the classes provided at St. Mary's Hospital.

"Home-Hospital Relationships and Franciscan Ideals" was presented by Sister M. Timothy Marie, O.S.F., director, Department of Hospitals, of Joliet, Ill. "In a world where atheistic materialism is finding ever greater expression in the unrestrained search for pleasure . . . the Franciscan religious must be the leaven in the world to restore all things in Christ."

Brother Isidore, O.S.F., of St. Francis College, Brooklyn, N. Y., spoke on the "Modern Problems in the Home." He discussed the difficulties faced by modern youth, and suggested a reevaluation of our curricula and teaching methods in order to bring them more in conformity with the functions which our young men and women will have to fulfill in the modern world. In a paper prepared for presentation, Brother Donald Sullivan, O.S.F., also of St. Francis College, Brooklyn, N. Y., spoke about "The Home and Vocations."

Rev. Gabriel Brinkmann, O.F.M., Ph.D., of Quincy College, Quincy, Ill., described "The Role of Parents as Educators in the Home."

At the final session, Sister M. Karen, O.S.F., Ph.D., of Marion College, Indianapolis, Ind., presented a paper on "The Franciscan Community as a Family." The discussion of her paper was led by Sister M. Pierre, O.S.F., Ph.D., also of Marion College.

(Continued on page 54)



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NEWS

(Continued from page 52)

AD MULTOS ANNOS

★ **SISTER M. AGNELLA CEJDA** celebrated her golden jubilee at Holy Family Convent in Manitowoc, Wis., where she is a music instructor. Sister has taught instrumental music in Michigan, Ohio, and Wisconsin.

★ **REV. LOUIS Taelman, S.J.**, celebrated his 75th anniversary in September in St. Ignatius, Mont., where he has worked with the Flathead Indians for almost 30 years. Father Taelman was born 93 years ago at Exaarde, Belgium.

★ **REV. JEROME WISNIEWSKI, O.S.B.**, Florida historian, marked his golden jubilee at St. Leo, Fla. Father Wisniewski taught at St. Leo College Preparatory School for 33 years. He has also been advisor of the publication by Dr. James Covington on the history of the 11 western counties of Florida.

★ **BROTHER MACMILIAN K. BEYER, S.M.**, is the oldest living member of the province of Cincinnati of the Society of Mary. He celebrated his 90th birthday in August. He anticipates celebrating 75 years as a Brother of Mary in 1962.

★ **BROTHER JOAKIM SYLVESTER, F.S.C.**, celebrated his 60th anniversary as a religious on Nov. 26 at Cretin High School, St. Paul, Minn.

★ **BROTHER FLAVIAN OF MARY, F.S.C.**, teacher at the Philadelphia Protectors for Boys, marked his 25th anniversary as a Christian Brother in October.

★ **BROTHER CLEMENT ANDREW, F.S.C.**, former assistant principal of De La Salle High School, celebrated his 50th year as a member of the Brothers of the Christian Schools, Oct. 31.

★ **BROTHER LEO FABIVS, F.S.C.**, noted his 25th anniversary as a Brother on Nov. 1 at Lourdes High School, Oshkosh, Wis., where he is director and principal.

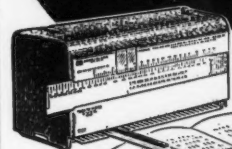
★ **BROTHER JOHN D. MANNING**, celebrated his 25th anniversary as a Christian Brother of Ireland in November at Leo High School, Chicago, Ill.

★ **REV. DAVID C. CRONIN, S.J.**, professor of philosophy at Fordham University, observed his 60th year as a Jesuit in October. Father Cronin was the first director of the school of journalism at Canisius College, Buffalo, N. Y. He also taught journalism at Holy Cross College, Worcester, Mass. Born in Ireland, he celebrated his 80th birthday in July.

★ **BROTHER DENIS EDWARD, F.S.C.**, observed his 90th birthday on Nov. 18 at the Ammendale Normal Institute, Ammendale, Md. Brother Denis Edward began his life in religion as a novice at Christian Brothers' novitiate at Ammendale in 1886. During his 74 years as a Brother of the Christian Schools he has held many teaching and administrative positions. He is a charter member of the editorial advisory committee of the CATHOLIC SCHOOL JOURNAL.

(Continued on page 55)

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NEWS

(Continued from page 54)

★ **REV. JOHN J. HEENAN, S.J., and REV. JOHN V. MATTHEWS, S.J.,** celebrated their golden jubilee in the Society of Jesus on Nov. 27, 1960, at Woodstock College, Woodstock, Md.

★ **BROTHER LEOPOLD, F.S.C.,** will observe his diamond jubilee as a Brother of the Christian Schools, on Jan. 14, 1961, at Christian Brothers College, Memphis, Tenn. He was provincial of the St. Louis Province of the Christian Brothers from 1924 to 1933 and from 1942 to 1948. In 1933 he became the first Brother president of St. Mary's College, Winona, Minn.

★ **BROTHER LAWRENCE EGBERT, F.S.C.,** will observe his golden jubilee as a Christian Brother on Jan. 14, 1961, at Christian Brothers College, Memphis, Tenn. He is a native of Ireland and a former member of the New York Province.

★ Three Christian Brothers observed their silver jubilee at Christian Brothers College, Memphis, Tenn., on Dec. 10, 1960. They are: **BROTHER LEVIAN THOMAS, Ph.D.,** dean of the college; **BROTHER H. EDMUND, M.B.A.,** head of the marketing department; and **BROTHER I. EMERY, M.B.A.,** founding director of the Memphis Scholasticate.

HONORS AND APPOINTMENTS

Editor Named Dean of Education

REV. NEIL C. MCCLUSKEY, S.J., the education editor of *America* magazine, has been named dean of education at Gonzaga University, Spokane, Wash. Father McCluskey is the author of *Catholic Viewpoint on Education*, and *Public Schools and Moral Education*. He has taught philosophy and education at Gonzaga and Seattle Universities.

Director of College in Rome

REV. JOSEPH P. MEANEY, M.M., of Arlington, Mass., is the first American to be named spiritual director of the Urban College, mission seminary conducted in Rome by the Sacred Congregation for the Propagation of the Faith. Father Meaney was appointed by Pietro Gregorio XV Cardinal Agagianian, the Congregation's Prefect.

Sister Accepts Vocation Award

SISTER MARIA DEL REY, O.P., of Maryknoll, has received the first "Outstanding Religious Vocation Recruiter Award" presented by the Midwest Vocations Association. Sister was cited for her "contribution to the vocation work of all religious communities in the United States through writing, speaking, and counseling."

To Direct Reading Program

MSGR. PATRICK J. RYAN, former chief of Army chaplains and executive vice-president of the *Catholic Digest* since 1958, has been appointed director of the National Catholic Decency in Reading Program. Sponsored by the *Catholic Digest*, the plan will distribute selected secular and religious magazines through schools to encourage wholesome reading among Catholic young people and adults.

(Continued on page 56)

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NEWS

(Continued from page 55)

Priest Assigned to Formosa

REV. HUGH J. WILT, O.S.B., chairman of the department of history at St. Vincent College, Latrobe, Pa., has been assigned to Formosa to serve as an advisor for the re-opening of the Catholic University of China. The university, founded 25 years ago by the Benedictines of St. Vincent's, was confiscated by the Communists in 1949.

Nun-Poet Receives Award

SISTER M. MADELEVA, C.S.C., president of St. Mary's College, Notre Dame, Ind.,

and noted nun-poet, has received the 1960 Spirit Medal Award of the Catholic Poetry Society of America. The Spirit Medal, established in 1956, is awarded to one who has notably contributed to the realization of the society's ideals and purposes "to promote a Catholic poetic movement and tradition, to create a common ground of discussion for poets, critics and those interested in poetry, and to cooperate in advancing American art and culture."

Two Sisters Honored by Pope

SISTER M. MAURINA, O.S.F., and SISTER M. PRESENTINA, O.S.F., of the Sisters of St. Francis of Glen Riddle, Pa., were honored by Pope John XXIII with Pro Ecclesia et Pontifice Awards. The presen-

tation, given for their outstanding work in streamlining and revitalizing the teaching of religion for the Confraternity of Christian Doctrine, was made by Bishop Bernard J. Topel of Spokane, Wash. The Sisters have originated workbooks for specific age groups.

University Leaders Elect Head

REV. LAURENCE J. MCGINLEY, S.J., president of Fordham University, was elected president for 1961 of the Association of Urban Universities. The association held its annual meeting in Cincinnati, Ohio, in November.

Holy Cross Names President

Holy Cross College has appointed as its 24th president REV. RAYMOND J. SWORDS, S.J., former chairman of the department of mathematics at the college. Father Swords succeeds REV. WILLIAM A. DONAGHY, S.J., president for the past six years.

College Group Chooses Leader

The Association of University Evening Colleges has installed as its president RICHARD A. MATRE, dean of the evening school at Loyola University, Chicago, Ill. The group, which includes 130 major urban U. S. and Canadian institutions, recently held its annual meeting in San Francisco, Calif. Dean Matre, who has also been professor of history at Loyola since 1947, succeeds KENNETH W. RIDDLE of Drexel Institute of Technology, Philadelphia, Pa.

Honor for Msgr. McDonald

RT. REV. MSGR. WILLIAM J. McDONALD, rector of the Catholic University of America, is the first educator in either North or South America to be named president of the Federation of Catholic Universities. Archbishop Patrick A. O'Boyle, chancellor of the University, has announced Msgr. McDonald's election to this important post and its confirmation by the Sacred Congregation of Seminaries and Universities of the Vatican.

New College President

BROTHER JOSEPH J. ENRIGHT, of the Irish Christian Brothers, former registrar of Iona College, is now president of St. Bonaventure's College, St. John's, Newfoundland.

Israel Honors

HIS EXCELLENCY, ARCHBISHOP BERNARD J. SHELL, auxiliary bishop of Chicago, is one of 12 prominent Americans who recently received Israel's highest award for foreigners—the Medallion of Valor. He received the award "in recognition of his lifetime of leadership on behalf of universal brotherhood and his stalwart efforts in the cause of Israel."

Rector at Fribourg

REV. VINCENT R. VASEY, S.M., has been appointed rector of the International Seminary of the Marianist Fathers at Fribourg, Switzerland. Father Vasey, a native of Philadelphia, is the first American to hold this office. He has been dean of studies at the seminary since 1951.

REQUIESCANT IN PACE

● SISTER M. AGNESS ANGSTEN, S.S.N.D., 82, died Oct. 20 at Elm Grove, Wis. She had taught in elementary schools in Wisconsin, Illinois, and Indiana.

(Continued on page 58)



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NEWS

(Continued from page 56)

● **SISTER SILVERIA ZWISLER, O.S.B.**, died at the age of 95 at St. Benedict's College, St. Joseph, Minn.

● **REV. ROBERT S. LLOYD, S.J.**, former director of the Jesuit retreat house at Manresa-on-the-Severn near Annapolis, Md., died in September at Georgetown University. Father Lloyd had established the practice of annual retreats for FBI agents. FBI Director J. Edgar Hoover, a non-Catholic, made several retreats at Manresa with the agents. Father Lloyd also organized retreats for newspapermen, physicians, attorneys, and other professional men.

● **REV. A. HOMER MATTLIN, S.J.**, director of libraries at the University of Detroit, died Sept. 19, after a cancer operation, at the age of 48. Father Mattlin was a past president of the Catholic Library Association and director of libraries at Loyola University, Chicago, from 1947 to 1959.

● **REV. JAMES A. GILMORE, S.J.**, educator and World War II Army chaplain, died in September in Seattle, Wash. Father Gilmore headed the speech department at Seattle University and formerly directed the chemistry department at Gonzaga University, Spokane, Wash.

● **SISTER M. TERESIANA BRITZ, S.S.N.D.**, 79, died Oct. 11 in Milwaukee, Wis. A native of Chicago, Sister formerly taught in Detroit, Mich.

● **SISTER M. MARGARET ELEANOR FLYNN**, who taught art for many years in schools of the Los Angeles Archdiocese, died at the Convent of the Holy Names, Los Gatos, Calif., Oct. 7. Sister entered the convent in 1921.

● **SISTER M. GABRIEL ISELE, S.N.D.**, died in Cleveland, Ohio, in November. Sister, who was 76, had been a teacher in Cleveland and Youngstown diocese schools for 55 years.

● **SISTER M. EDWARD CALLAHAN, R.S.M.**, died in November at Wilkes-Barre, Pa. She had entered the novitiate of the Sisters of Mercy in 1893.

● **SISTER M. GERTRUDIS, O.P.**, died Oct. 30 at St. Dominic Villa, Dubuque, Iowa, in the 67th year as a religious. Sister Gertrudis had taught in parish schools in Illinois, Minnesota, Wisconsin, and had served as superior in Baltimore, Md.

● **SISTER M. RICHARD, O.P.**, the oldest member of the Congregation of the Most Holy Rosary, died Oct. 29, at St. Dominic Villa, Dubuque, Iowa, in the 78th year of her religious profession. Sister had taught in schools in Wisconsin, Illinois, Missouri, and Washington, D. C. She was Bursar General of the Congregation for 29 years.

● **SISTER M. ROBERTUS SUTTON, B.V.M.**, died in October at Dubuque, Iowa. She had entered Mount Carmel novitiate in 1912. Sister taught music in schools of Iowa, Illinois, Colorado, and Montana.

SIGNIFICANT BITS OF NEWS

Lincoln Collection Donated

One of the largest Lincoln collections in Illinois was recently acquired by St. Procopius College, Lisle, Ill., from an unnamed alumnus who assembled the items over a period of 35 years. The collection of about 6000 items consists of 2500 books, pamphlets, 1200 prints, photographs, and lithographs, in addition to clippings, letters, documents, sheet music, and sculpture, all relating to contemporaries and subjects of Abraham Lincoln. The material includes three complete series of the rare, individually signed etchings of Bernhardt Wall, a run of *Lincoln Lore* from its beginning in 1929, and limited editions of the standard biographies of Lincoln.

Fire Protection Panel Formed

A fire protection advisory panel for Catholic institutions has been inaugurated under the auspices of the National Catholic Welfare Conference, Washington, D. C. The six members of the panel, experts on fire prevention, were announced by Francis L. Brannigan, editor of *The Burning Question*, a bimonthly news letter on fire protection.

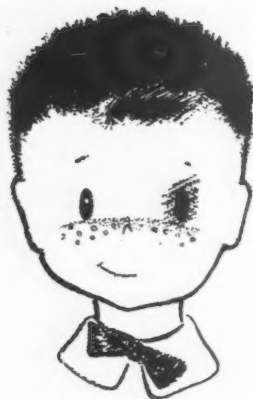
Los Angeles Survey

A survey in the Archdiocese of Los Angeles shows that one out of every 24 or about four per cent of the 1960 graduates from Catholic high schools entered seminaries or novitiates. The total number was 243 vocations.

Lay Teachers Wear Uniforms

Seven women lay teachers at St. Teresa's parochial school in Springfield, Ohio, have adopted a dark gray uniform suit for classroom wear. A spokesman for the teachers said that the suits serve as a "symbol of authority and an aid in commanding the respect of the children." Six Sisters of Charity of Mount St. Joseph also teach at the school.

(Continued on page 60)



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NEWS

(Continued from page 58)

Montessori School Planned

A Catholic nursery school employing the principles of the late Dr. Marie Montessori, Italian physician and educator, will be established in Cleveland, Ohio. The school will be sponsored by the newly formed Cleveland Montessori Association, which has the approval of Archbishop Edward F. Hoban of Cleveland and Msgr. Clarence E. Elwell, superintendent of diocesan schools. The group will open the nursery in a private home next fall for children from three to six. A teacher has been engaged from the system's training center in England. The system emphasizes freedom, adult confidence, and self-discipline, with religion at the core of the curriculum.

African Committee Formed

The Institute of International Education has announced the formation of a National Advisory Committee on Africa. The committee, under the chairmanship of the University of Notre Dame president, Rev. Theodore M. Hesburgh, will include persons experienced in relation to Africa. The group will consider trends and needs in the growing involvement of U. S. education in Africa, such as the increase of African students in the U. S., the recruitment of American teachers for African secondary schools, and the idea of youth service programs in Africa. The committee, which is endorsed by the Department of State, will weigh means of improving the partnership among the U. S. Government, private agencies, and institutions concerned with Africa.

Home Instruction for Retarded

The first of a series of 12 long-playing records containing a full year's course of home instruction for the trainable mentally retarded child has been produced on a non-profit basis by the Radio-TV office of the Archdiocese of Chicago, under the sponsorship of Catholic Charities. The records are non-sectarian and are designed to train retarded children in simple and useful skills and to provide exercises and entertainment. The series is also suitable for the five to seven year old pre-school child. The first record is available at \$2.50 from Spes Record Co., 20 N. Wacker Dr. Chicago 6, Ill.

State Aid Proposed for Private Colleges

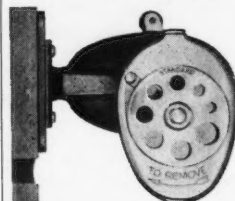
A committee of three headed by Henry T. Heald, president of the Ford Foundation and former chancellor of New York University, has submitted to the Governor of New York a proposal for granting state aid to private colleges and universities, including church-related schools. The aid would be based on the number of annual graduates.

Conference on Day Care

"Day Care: A Response to Social Change" was the theme of a two-day national conference held November 17-18 in Washington, D. C. The conference was jointly sponsored by the Children's Bureau, U. S. Department of Health, Education, and Welfare, U. S. Department of Labor, and the Women's Bureau. The importance

(Continued on page 61)

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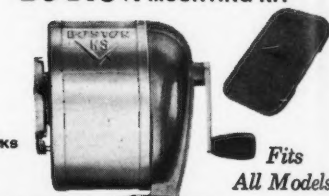
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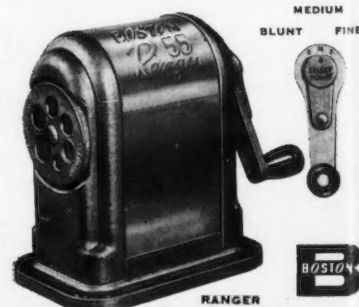
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NEWS

(Continued from page 60)

of day care is illustrated by a 1958 survey made by the Census Bureau which showed that nearly 400,000 children under 12 had to care for themselves while their mothers worked, and 138,000 of these children were less than 10 years old.

Martyrdom Possible in U. S.

Martyrdom in the twentieth-century United States is available to those who wish to devote themselves to the interracial apostolate, according to Donald J. Thorman, managing editor of *Ave Maria*. In a recent address at the annual Midwest College Conference on Human Relations, he said "Your martyrdom might be something as simple and unpleasant as being shunned by family and friends, or it may mean incurring the wrath of an employer. But we must start somewhere. We must take action. It is not enough to organize study clubs in which the Bishops' Statement of Discrimination is read, dissected, analyzed, and agreed with. We must act in our everyday lives as if we believed the teachings of our Church," he stated. We must "show forth to the Negro the love of Christ."

COLLEGES AND UNIVERSITIES

Notre Dame to Build Library

The University of Notre Dame will build a 13-story library at an estimated cost of \$8,000,000. The 2,000,000-volume library will provide study facilities for up to one half of the university's 6000 students at one time.

New Junior College

Elizabeth Seton College, Yonkers, N. Y., has been granted a provisional charter to operate as a junior college beginning September, 1961. The institution is currently a high school conducted by the Sisters of Charity of St. Vincent de Paul of New York. The high school will be discontinued in 1964 when the present freshman class will be graduated.

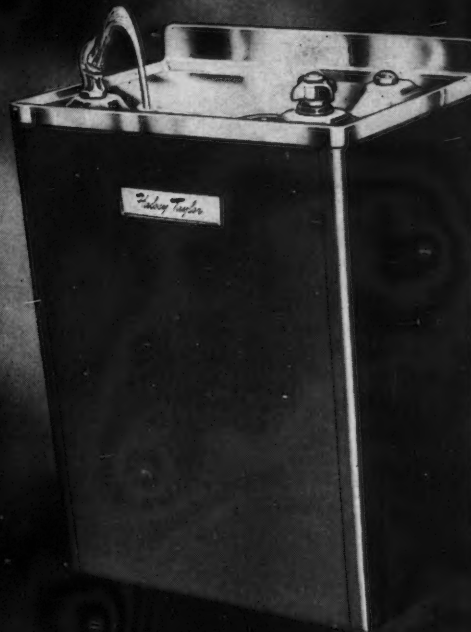
Catholic U. of Central America

The Catholic University of Central America will accept its first students, an expected 150 to 200, in June, 1961, in the humanities and business administration departments. Organized by Rev. Alvaro Oyanguren, S.J., the university has been approved by the Nicaragua Congress.

Sisters Trade Property

The Sisters of Loretto and the Episcopal diocese of Missouri have traded property in Webster Groves, Mo., to allow for a six-acre expansion of the Sisters' Webster College campus. Terms of a will by which the Episcopal diocese received a retreat house and its six-acre tract prevented any sale of the property. Circuit court ruled in favor of a trade of a rural \$200,000, 32-acre estate owned by the Sisters for the Episcopal retreat house estate. Another \$200,000 will be invested by the Sisters on the six-acre addition which triples the size of the Webster campus.

(Concluded on page 62)



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NEWS

(Concluded from page 61)

Expansion Plans Disclosed

Marquette University, Milwaukee, Wis., has announced a 10-year \$45-million development program, and Duquesne University, Pittsburgh, Pa., a 20-year \$20-million plan. By 1965 Marquette plans to have new buildings for biology, journalism, legal research, central classrooms, and Jesuit faculty residence. Duquesne, operated by the Holy Ghost Fathers, expects to double its enrollment to 10,000 by 1980.

College Finance Plan

A plan for financing a college education has been announced by the Prudential Insurance Co. The first half of a college education is financed with endowment payments and the second half with personal bank loans. Amounts are paid over a four-year period in equal installments prior to the start of each college semester. The plan, allowing eight to 12 years for payment, is sold only to males, aged 30-54, responsible for financing the college education of children who are in the eighth to 10th grades.

Collective Bargaining Seminar

A collective bargaining seminar for management will be conducted by Cornell University Jan. 10 through 23. The series of 14 dinner seminars will be divided into two sections covering contract negotiation and contract administration. Registration will be accepted for either of the subject groupings or for the entire series. For further information write Cornell University, 551 Fifth Ave., New York 17, N. Y.

CONTESTS

1961 Photo Awards

All high school students in the United States or its possessions are eligible to enter the 1961 Kodak High School Photo Awards contest. Pictures of any subject taken with any camera since April 1, 1960, may be mailed up to midnight of March 31, 1961. Write to Kodak High School Photo Awards, Rochester 4, N. Y.

United Nations Examination

The American Association for the United Nations, Education Dept., 345 East 46th St., New York 17, N. Y., has announced its 35th annual high school contest. An examination based on the booklet, *We the Peoples of the United Nations*, will be given Feb. 16, 1961. Registration for the contest closes Jan. 16, 1961. Write to the association for information.

Food Service Scholarship

Five annual \$1,000 scholarships will be awarded by the H. J. Heinz Co. to graduating high school seniors to further their education in the field of food service administration. Applications must be returned before Feb. 1, 1961, to: Educational Dept., National Restaurant Assn., 1530 North Lake Shore Dr., Chicago 10, Ill.

National Science Fair

The 12th National Science Fair-International will be held in Kansas City, Mo., May 10-13, 1961. The national fair is a dual competition at which science exhibits made by boys are judged separately from those made by girls. Size of exhibits is 30 in. deep, four ft. wide, floor or table

mounting. Send for a list of awards and other information from: Science Clubs of America, 1719 N St., N.W., Washington, 6, D. C.

RELIGIOUS ORDERS

Will Open Guatemalan School

The Christian Brothers of the St. Louis (Mo.) District will build an eight-room high school in Chiquimula, Guatemala. There will be residence facilities for five Brothers in the beginning. Guatemalan law requires that a native teacher be hired for each foreign teacher on the staff of a school, so the initial faculty will total 10.

Spanish Nuns Arrive in U. S.

Four nuns from Spain have arrived in Bridgeport, Conn., to establish the first North American foundation of the Congregation of the Most Blessed Sacrament and Mary Immaculate.

Christian Brothers' PR Office

The Brothers of the Christian Schools have announced that their National Office of Public Relations will be located on the campus of St. Mary's College, Winona, Minn.

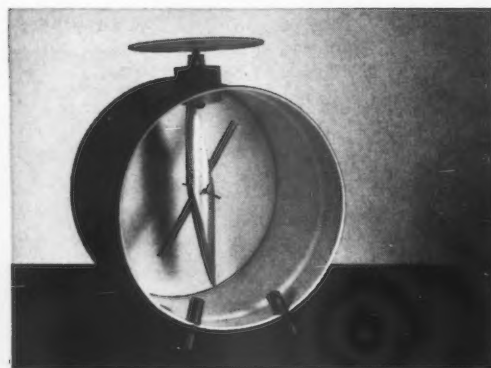
Sisters Plan Korean School

Four American Sisters of Charity of Seton Hall have arrived in Mokpo, Korea, to establish the city's first Catholic school. It is the first foreign mission accepted by the order. The Sisters will study the language and culture of Korea for a year before opening the proposed school for girls.

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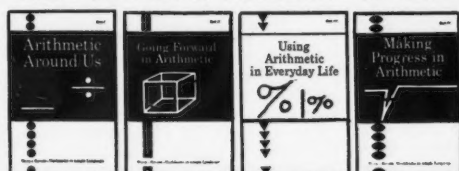
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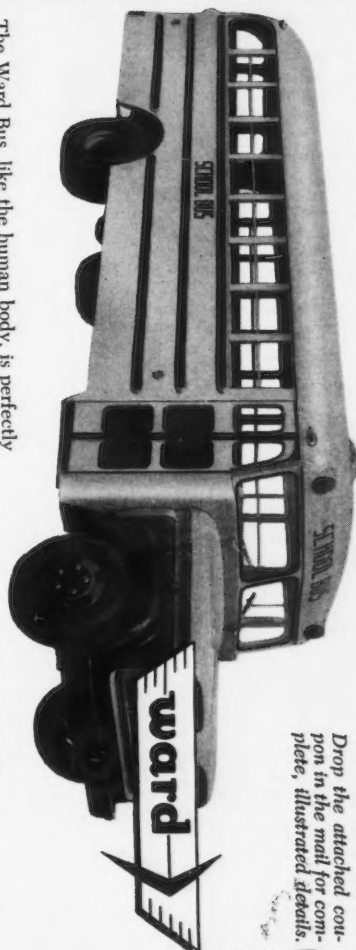
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NEW BOOKS

(Continued from page 16)

up the thornier, yet more fruitful, topic of the relationship between the modern science and that part of philosophy known to Aristotle as physics and to the moderns as the philosophy of nature. After all, science, in the sense understood by the author, and metaphysics are concerned with objects which lie on different levels of abstraction. The big difficulty comes in trying to show the relationship of modern science to the philosophy of nature, for here we are concerned with intellectual disciplines which both seek to probe the same object, mobile being.

Excluding the two-page bibliography (which is exceptionally modest for a question of such proportions) the actual text of the present book covers only 43 pages, although the book numbers 80 pages. The publisher has succeeded in padding the size of the book considerably by the extensive use of blank and title pages. Frankly, what the author has to say would have been better put in the pages of a semi-popular journal rather than in book form. — William E. May

The Development of Physical Theory in the Middle Ages

By James A. Weisheipl, O.P. Paper, 92 pp., 95 cents. Sheed and Ward, Inc., New York 3, N. Y.

This splendid paperback by Father Weisheipl, a faculty member of the Dominicans' famed Albertus Magnus Lyceum in River Forest, is packed with informa-

tion; better still, it offers the reader a brilliant, skillful, and extremely fascinating and accurate account of the development of physical theory in the Middle Ages, enabling him to appreciate and evaluate the originality of modern physical theory from the days of Galileo to the present.

A brief introductory chapter sets the stage for Father Weisheipl's discussion of medieval physical theory by focusing attention on the dominant figure of early modern science, Galileo Galilei. Despite the picture given by hundreds of textbooks, modern science did not arise abruptly with Galileo. His approach to nature has a long history, and a glance at the vast fund of scientific knowledge which he inherited from his predecessors is essential if we are to understand Galileo's own unique contributions and the direction he gave to theorists of later centuries.

It is to this heritage that Father Weisheipl turns in the subsequent chapters of his work. He first takes up the physical theories of the early Middle Ages, the period extending from the second and third centuries after Christ to the twelfth century. During the first portion of this period, when the intellectual life of Europe centered along the Mediterranean, there was actually little serious effort to develop a physical theory of nature, as scholars' interests lay chiefly in Platonic metaphysics, Aristotelian logic, and Stoic morality, with considerable work being done in the area of mathematical science. From the beginning of the sixth century to the end of the period, the scholars of Europe were chiefly concerned with those portions of the Greek heritage transmitted by Boethius, and this was rather meager, consisting chiefly of elements of Aristo-

totelian logic, Euclidean geometry, the rudiments of arithmetic, and the cosmology of Plato's *Timaeus*.

The turning point came in the twelfth century, when the corpus of Greek thought began to make its way into western Europe, indirectly through translations from the Arabic, colored by the Neoplatonic interpretation of Aristotle at the hands of his Moslem commentators, and directly through translations from the Greek emanating from Italy. The vast outpouring of translations prepared the way for the revised Aristotelian approach to nature fostered by Albertus Magnus and Thomas Aquinas. For these key figures of the thirteenth century, the *Physics* of Aristotle offered a systematic analysis of the most fundamental and common phenomenon of nature—bodies move. Unlike the mathematical approach to nature championed by Platonic metaphysics, the Aristotelian approach sought to take in all of the factors involved in motion, not merely its quantitative and dimensional facets. Here the author's summary of Aristotle's *Physics* as interpreted by Albert and Thomas is superb. Only a man who has pondered the texts for a long period of time could have summarized it so neatly, so accurately, and so intelligently.


Contemporary with Albert and Thomas was Robert Grosseteste, who inaugurated a new—or better, perhaps, revised an old—approach to physical reality when he sought to apply mathematics to physical phenomena. His approach was taken up by two men in particular, Roger Bacon and Robert Kilwardby. The latter sought to reduce all perceptible phenomena to quan-

(Continued on page 66)


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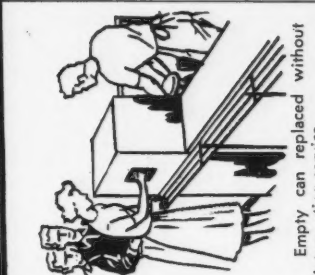
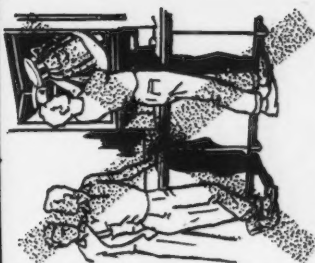


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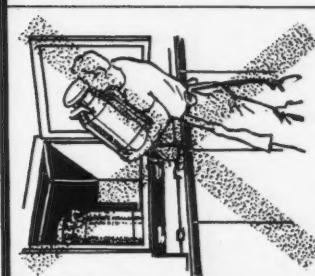
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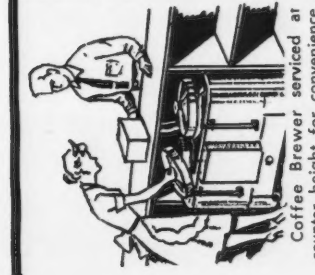
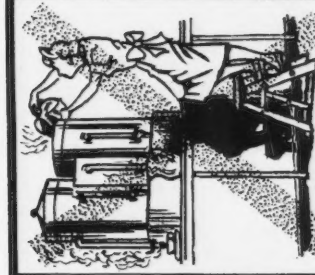
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NEW BOOKS

(Continued from page 64)

titative dimensions, and thereby prepared the way for Thomas Bradwardine. The latter, who lived during the early part of the fourteenth century, eliminated the concept of motion as a physical process, substituting for it the concept of motion as a velocity. This was the first step toward the mathematization of motion. Bradwardine was followed by scholars at Merton College, Oxford, whose investigations into mathematical questions did much to lay the basis for the calculus of Leibnitz and Newton in the seventeenth century. At last came Galileo, who held that mathematics is the key to nature and that the mathematical approach to physical reality, to motion, is *alone* capable of discovering what it is. With Galileo we are at the threshold of a new era in science. During the past three and a half centuries the scientific approach Galileo did so much to establish has achieved much. Yet contemporary physicists, when they turn to an examination of the foundations upon which their probings into nature rest, are discovering the need for a nonmathematical, strictly physical inquiry into the phenomena presented to us by the material universe. It is here that Aristotle's physical theory has its greatest contribution to make.

This unusually competent story of physical theory in the Middle Ages can be heartily recommended — *William E. May.*

Whitehead's Philosophy of Physics

By Laurence Bright, O.P. Paper, 79 pp., 95 cents. Sheed and Ward, Inc., New York 3, N. Y.

Father Bright's booklet is an excellent introduction to the thought of Alfred North Whitehead. After a brief first chapter in which Father Bright introduces the reader to Whitehead the man—a warm, humane person who, at 60, turned to philosophy after a distinguished career as a mathematician—come six chapters sketching the chief elements of Whitehead's philosophy of physics. Whitehead rejected the mechanistic view of physical reality bequeathed by seventeenth-century scientists and philosophers and their successors, shrewdly observing that the picture they gave of the universe was incomplete, taking cognizance of only a partial aspect of that universe. By divorcing the so-called primary qualities from the secondary qualities of matter, the classical physical theory divided nature into a reality and an appearance which are related only through a knowing mind. For this Whitehead would substitute a doctrine of internal relations, based upon a real continuity in nature and objective causal interdependence between physical things. Whereas this teaching takes due account of the real relationships between things it does raise a problem so far as the individuality of things is concerned—a problem Whitehead sought to answer by his distinction between *formal* and *objective* existence and by his notion of organism.

The author notes the many influences on Whitehead's thought, in particular that of Leibnitz, of Bergson, of Plato, and of Aristotle, and does an excellent job of introducing the reader to the thought of a man whose genius merits close attention. All in all, the present work is eminently valuable — *William E. May.*

(Concluded on page 67)

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NEW BOOKS

(Concluded from page 66)

William Herschel: Pioneer of Sidereal Astronomy

By Michael Hoskin. Paper, 79 pp., 95 cents. Sheed and Ward, Inc., New York 3, N. Y.

This intriguing booklet introduces us to the man who opened the path to all the principal branches of modern sidereal astronomy. William Herschel, born in Hanover in 1738, migrated to England early in life, dying there in 1822 at the age of eighty-three. A musician by profession, Herschel's work as an amateur astronomer finally won him membership in the Royal Society and a pension from the king. This fabulous musician-astronomer constructed his own telescopes and for years catalogued the skies, discovering, among other findings, the planet Uranus (which he first took to be a comet) and the existence of infra red rays. His fund of information about the heavens made the fixed stars a familiar part of astronomy and provided the evidence against which theories could be judged. But Herschel's greatness lay equally in his daring theories: he anticipated Laplace's hypothesis of the nebular formation of the solar system, contributed a theory of the sun's motion later confirmed by subsequent observations, and essayed brilliant hypotheses concerning the structure of the Milky Way and the evolution of stars.

This interesting booklet is recommended for all interested in the history of science; it will be appreciated by high school students as collateral reading.

—William E. May

Librarians and Counselors Work Together

The American Library Association has announced for fall publication an 8-page pamphlet entitled *Librarians and Counselors Work Together*.

This booklet, prepared by the American Counselor Association and the American Association of School Librarians, has been made available through the courtesy of the Field Enterprises Educational Corporation, publishers of the *World Book Encyclopedia*.

You may obtain a copy by writing to American Association of School Librarians, 50 East Huron St., Chicago 11, Ill., or to American Personnel and Guidance Association, 1605 New Hampshire Ave., N.W., Washington 9, D. C.

New Guidance Booklets

A new series of guidance booklets has been published by Science Research Associates, Inc., 259 East Erie St., Chicago 11, Ill. They are condensations of SRA's regular guidance publications, designed as source materials for the classroom. Teachers in Catholic high schools may find the following titles suitable for their use:

You and Your Abilities, by John and Katherine Byrne; *Exploring Your Personality*, by William E. Henry; *Study Your Way Through School*, by Clay d'A. Gerken; *What Employers Want*, by James C. Worthy; *Where Are Your Manners?* by Barbara V. Hertz; *Getting Along With Others*, by Helen Schachter; *Facts About Alcohol*, by Raymond G. McCarthy; and *Facts About Drug Addiction*, by Dr. Victor H. Vogel.



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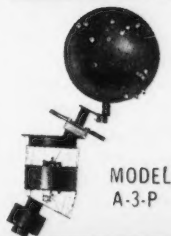
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New Supplies

HIGH SPEED TAPE DUPLICATOR

Model M-10 tape duplicator can produce high quality duplicates of master tapes for use in language laboratories. The duplicator, which may be operated by non-technical personnel, records at a speed of 30 in. per second (150 ft. per minute). A model was recently installed by New York



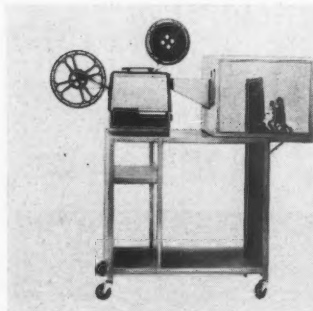
Copies of Master Tape

University for its 117-position language laboratory. The duplicator is a product of Magnetic Recording Industries, a subsidiary of Thompson Ramo Woolridge, Inc., Englewood Cliffs, N. J. This company has recently announced the formation of a new Educational Electronics Division for the marketing of Dage education television and MRI electronic laboratory equipment.

(For Further Details Circle Index Code 01)

REAR PROJECTOR UNIT

The low budget school that cannot afford darkening draperies for all classrooms may utilize a new rear projection unit by H. Wilson Co., Park Forest, Ill. The unit works with the school's existing projectors. The Movie-Mover R-P unit consists of a portable table, reflecting system, lightproof



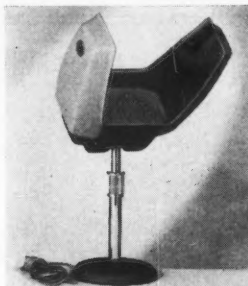
Can Use in Lighted Room

projection box and special rear-projection vinyl screen, as well as adjustable mounting plate for standard 16mm. sound projectors. Special models will accommodate the high front reel or low take-up reels of some projectors. The unit will produce a sharp picture 18 by 24 in., under full room-light conditions. The low cost unit can be rolled from room to room.

(For Further Details Circle Index Code 02)

SPEAKER SHELL

Cousino Electronics Corp., Toledo 1, Ohio, claims that its new portable Voice-Flector eliminates the need for special partitioned booths, earphones and microphones in language laboratories. This is a gray acoustic "hearback" shell on a free standing metal base with a twist lock that permits adjustment to the user's height. It comes with or without built-in speaker, micro-



For Electronic Lab

phone, and system wiring for lesson broadcast, instructor monitoring, and intercommunication. Used without the microphone, the unit provides oral practice privacy and self-monitoring. It is adaptable to all language laboratory equipment, as well as to regular tape recorders and record players. The makers recommend it for voice training, public speaking practice and speech therapy, as well as language lab use.

(For Further Details Circle Index Code 03)

ELECTRIC TYPEWRITER

The new electric typewriter by Remington Rand Office Machines division of Sperry Rand Corp., New York 10, N. Y., incorporates a new cushioned carriage suspension design that produces a light, fast, and responsive touch. Two co-ordinated dials allow precise adjustment for carbon copies. A slide-up vertical scale measures the remaining usable lines at the bottom of the sheet. Also featured are a flat erasing platform and a transparent paper holder



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(For Further Details Circle Index Code 04)

LABORATORY TABLE

A new movable laboratory table, the "300," is offered to low-budget schools by the Science Kit Lab Corp., Tonawanda, N. Y. The sturdy maple table features a Formica top, stainless steel sink with waste system, three outlets, extension cord, ball-bearing wheels with brakes, and adjustable shelves with three tote trays. A galley pump water system and locks are optional. The equipment is suited for elementary and junior high schools.

(For Further Details Circle Index Code 05)

COMPACT OVERHEAD PROJECTOR

The new Master Vu-Graph series 7700 overhead projectors by Charles Beseler Co., East Orange, N. J., are designed for instruction of large groups. The larger overhead projector has a smaller profile which will not obstruct the audience's view of the instructor. Over-all size is 23 by 12½ by 12½ in. The projector will accept the



Projects on Large Screen

full 10 in. sq. transparencies of larger models and project them behind the speaker in sizes as large as 13 sq. ft. Other features are built-in cellophane roll device, silent blower cooling springloaded elevating legs, folding material shelf, outlet for accessory attachment, and hinged doors for easy lamping and servicing.

(For Further Details Circle Index Code 06)

LIGHTWEIGHT TAPE RECORDER

A low-cost portable tape recorder, that weighs less than 25 lbs., is offered by the Radio Corp. of America, New York 20, N. Y. The RCA MI-35120 compact unit measures $8\frac{1}{2}$ by $14\frac{1}{2}$ by 16 in., and is attractively styled with a charcoal gray, grained fabric covering. The recorder provides a choice of three speeds — $7\frac{1}{2}$, $3\frac{3}{4}$, and $1\frac{7}{8}$ in. per second. The seven-in. reel holds 1200 ft. of standard $\frac{1}{4}$ -in. magnetic tape. The tape head records on only one-half the tape width so that a second recording can be made on the same tape merely by turning over the reel. The recorder case contains two built-in speakers with an output jack for connection of an external speaker if desired.

(For Further Details Circle Index Code 07)

SCIENCE DEMONSTRATION KITS

Teachers without science backgrounds can demonstrate experiments after minutes of preparation with new science kits from Beckley-Cardy, Chicago 39, Ill. The kits feature manuals which describe simple step-



For Elementary School

by-step experiments, developed under the direction of Dr. Stanley Marshall of Florida State University. The low-priced kits are available on such subjects of air and air pressure, sound, simple machines, and magnetism. Send for details.

(For Further Details Circle Index Code 08)

MULTILEVEL READING AIDS

Science Research Associates, Chicago 11, Ill., has revised its SRA Reading Laboratory 11a which has been used by $1\frac{1}{2}$ million pupils. The boxed sets of multilevel reading materials allow pupils to read at levels appropriate to their present skills and to progress at their own rate. Each set serves 40 pupils. The revised edition for fourth grade provides reading materials at 12 levels for use in grades two through seven. New subjects have been added, including developments in rocketry and space exploration and the Arctic trip of the submarine *Nautilus*. The 11a Laboratory for intermediate grades is one of a three-part program of reading materials for students from second through ninth grades.

(For Further Details Circle Index Code 09)

(Continued on page 70)

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New Supplies

(Continued from page 69)

RUBBER CEMENT SPRAY

The Esterbrook Pen Co., Camden 1, N. J., maker of the Exec Paste Pen, now produces rubber cement in a pressure spray dispenser. The Exec Rubber Cement Spray sells at 98 cents for a six-oz. can, with a newly designed applicator for easy spreading. Ideal for paper pasting in schools, the rubber cement is guaranteed not to dry out in the can.

(For Further Details Circle Index Code 010)

HOT AND COLD FOOD VENDER

A unique vending machine, by the Vendo Co., Kansas City, Mo., serves hot or frozen foods within inches of each other in the same cabinet. The 30 by 35 in. by 6½ ft. high vender has a temperature range of about zero to 155°. It offers up to 10 indi-



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vidually wrapped selections, each visible through a glass serving door. Interchangeable dividers on the turntable shelves allow various sized products to be sold. Prices for items may range from five cents to \$1.50. Send for further information on the six Visi-Vend models.

(For Further Details Circle Index Code 011)

EXTENSION REACH POLE

A versatile extension pole, called Easy Reach, has been developed by the Parlee Co., Indianapolis 2, Ind. Without the use of ladders or scaffolds, the metal pole can reach high ceilings or windows and other hard-to-reach spots. The pole can be clamped to the handle of a tool, adjusted to any angle, and telescoped to the desired height. Weighing 14 oz. per seven ft. length, the pole extends up to 50 ft. in length and shortens to 28 in. for storage.

(For Further Details Circle Index Code 012)

SILVERWARE CLEANER

"D-Tarnish" restores tarnished restaurant silverware to its original bright finish without pitting or graying, according to Du-Bois Chemicals, Inc., Cincinnati 2, Ohio. This new product, through electrolytic action, lifts the dingy particles of tarnish from the silver and carries them onto a sheet of aluminum or tin in the bottom of a sink. The product is packed in 50-lb. metal canisters for institutional use.

(For Further Details Circle Index Code 013)



FREE catalog of elementary and junior high science teaching aids

Now, for the first time, to meet the daily classroom and laboratory needs of teachers in elementary and junior high schools, the entire field of young people's science materials has been combed to produce the most comprehensive descriptive listing available of science teaching aids geared specifically to kindergarten through ninth grade. 32 pages, profusely illustrated; describes more than 300 science and mathematics materials—many never before available to schools. Obtainable only through the Science Materials Center, catalog includes materials for teacher demonstrations and for group and individual projects by students. For **FREE** copy, write to Science Materials Center, 59 Fourth Ave., N. Y. 3, N. Y., Dept. M-182.



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Low Cost Ballpoints

smooth dark blue ink flow, will not smear, leak, or break, according to the manufacturer. The 7 $\frac{3}{4}$ in. long penholders come assorted in yellow, red, blue, and black with medium or fine points at 28 cents each. Refills, at 18 cents each, are supplied in dozen lots only.

(For Further Details Circle Index Code 014)

LIQUID TEMPERA PAINT

New Alphacolor Liquid Tempera will not harden or settle in the container, according to Weber Costello Co., Chicago Heights, Ill. The paint comes in 2 and 4 oz. plastic squeeze bottles with dispenser tops, or in pint, quart or gallon sizes bottled in plastic. Liquid Tempera comes in 25 colors, plus five fluorescent shades.

(For Further Details Circle Index Code 015)

CATALOGS AND BOOKLETS

Alvin & Co., Inc., Windsor, Conn., is offering a 124-page catalog showing its complete line of drawing and measuring instruments and equipment for use in drawing, drafting, engineering, and graphic arts education. Send for a free copy.

(For Further Details Circle Index Code 016)

"Your Career Opportunities in Pharmacy," a revised, second edition guidance booklet, is available free from the Chas. Pfizer & Co., Inc., New York 17, N. Y.

(For Further Details Circle Index Code 017)

"Vis-Ability Unlimited" is a new catalog which lists uses, prices, and general how-to-do-it information on material needed to make transparencies for overhead projection. Send for a free copy from Projection Optics Co., Inc., East Orange, N. J.

(For Further Details Circle Index Code 018)

A free catalog offering materials for crafts teachers and students is available from the Thomas C. Thompson Co., Highland Park, Ill., leading manufacturer of enamels and craft supplies.

(For Further Details Circle Index Code 019)

An illustrated order book describing laboratory apparatus and audio-visual equipment for science and mathematics teachers is available free from the Central Scientific Co., Chicago 13, Ill.

(For Further Details Circle Index Code 020)

Send for a leaflet describing the educational opportunities of planetariums manufactured by Spitz Laboratories, Inc., Yorklyn, Del.

(For Further Details Circle Index Code 021)

TEACHER'S AIDS

Educational Record Sales, New York 7, N. Y. has compiled a list of the recordings arranged according to subject areas and grades from kindergarten to 12th grade. Send for a copy of the free 48-page catalog.

(For Further Details Circle Index Code 022)

A project which combines elements of the science of optics and photography is outlined in a revised pamphlet free from the Eastman Kodak Co., Rochester 4, N. Y. Send for "How to Make and Use a Pinhole Camera," Teacher's Edition, No. T-38.

(For Further Details Circle Index Code 023)

"Electric Keyboard Mastery" is a new instructional booklet to help perfect typing techniques when transferring from manual to electric typewriters. Send for a free copy from the Royal McBee Corp., Port Chester, N. Y.

(For Further Details Circle Index Code 024)

"Perception of Driving Hazards, Part III, Highways and Byways" completes a three-part series of visual aids for driving instructors. Both slides and guide booklets are free from the Shell Oil Co., New York 20, N. Y.

(For Further Details Circle Index Code 025)

A series of general science visuals for grades three to six are offered for use with overhead projectors by Creative Visuals of Dallas, Dallas 7, Tex. More than 50 charts, diagrams on general science subjects are offered. Send for descriptive literature.

(For Further Details Circle Index Code 026)

A seven-piece fundamental math kit is available for the study of plane and solid geometric figures in junior high school. Send for free literature on the kits from Models of Industry, Inc., Berkeley 10, Calif.

(For Further Details Circle Index Code 027)

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